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ABSTRACT

The Bilingual Adult Basic Education Project provided bilingual life skills instruction, counseling, and informational services to approximately 150 non-English-dominant adults across Pennsylvania by means of contracts to local education agencies. Students were pre- and post-tested in English and/or their native language to measure their growth in life-coping skills. Adult Performance Level (APL) test data showed knowledge gains by a substantial proportion of the students and sizable improvements in each of the five APL content areas. The project also presented staff development workshops dealing with bilingual/English as a Second Language life-skills instructional techniques and materials for adult learners. Project-developed products were English and native language versions of student needs assessment surveys, pre- and post-tests for each of the five APL knowledge areas (Community Resources, Consumer Economics, Government and Law, Health, Occupational Knowledge), and evaluation forms to monitor program implementation and evaluate its effectiveness. (Copies of products comprise the major portion of this report. There are (1) English, Vietnamese, Spanish, Lao, and Cambodian versions of the APL Needs Assesment Survey; (2) English, Spanish, and Vietnamese versions of APL pre- and post-tests; and Cambodian versions of four pretests.) (Author/YLB)

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BILINGUAL ADULT

BASIC EDUCATION PROJECT

Final Report

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Amount of Grant: $43,306

Project Number: 99-0003

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ABSTRACT

This final report presents the background, design, activities, recommendations, products, and evaluation of the Bilingual Adult Basic Education Project, a one-year 310 Special Experimental Demonstration/Teacher-Training Project. During 1979-80, the project provided bilingual life-skills instruction, counseling, and informational services to approximately 150 non-English-dominant adults across Pennsylvania, by means of contracts to LEA's. Native languages of adult students served included Spanish, Vietnamese, and Russian. Students were pre- and post-tested in English and/or their native language to measure their growth in life-coping skills. In addition, the project presented staff development workshops dealing with bilingual/ESL life-skills instructional techniques and materials for adult learners. Project-developed products include English and native-language versions of student needs assessment surveys, pre- and post-tests for each of the five Adult Performance Level knowledge areas (Community Resources, Consumer Economics, Government and Law, Health, Occupational Knowledge), and miscellaneous evaluation forms to monitor program implementation and evaluate its effectiveness. This report would be most useful for adult educators on all levels--administrators, teachers, counselors, and teacher-trainers--seeking to improve the language and life-coping skills of non-English-dominant adults in the United States. Copies may be obtained from:

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(Section VI. was prepared by Allegheny Intermediate Unit Evaluation Staff; see page 4.)

August 28, 1980
Pittsburgh, Pennsylvania

I. INTRODUCTION

For many years, numerous ABE programs throughout Pennsylvania have offered English as a Second Language (ESL) instruction to foreign adults. More recently, some of these programs have sought to systematically incorporate Adult Performance Level (APL)* topics and problem-solving activities into the ABE/ESL curriculum. In doing so, a major stumbling block to integrating APL and ESL in the ABE classroom became apparent: Those foreign-born adults who were most in need of life-coping skills instruction in order to function effectively in our society lacked the English proficiency necessary to assimilate APL concepts and information.

While the irony of our ABE/ESL students' plight cannot escape us, it is difficult to separate the mutual effects of APL and ESL proficiency or lack of it. Does a lack of English language skills account for the low-APL functioning of the typical ABE/ESL student? Or, rather, does the fact that some of our ABE/ESL students function poorly in their native language and milieu decrease their chances for successful second language learning? We believe that both factors come into play to one degree or another, depending upon the individual ABE/ESL student's situation.

Most beginning-level ABE/ESL teachers, aware of their students' need and desire for structured and carefully-sequenced materials, select as a core text one of the basic ESL text books on the market. Hopefully, they choose a text that is designed specifically for adults and that attempts to present some life-coping topics. Often, however, the text selected is pedagogically and linguistically sound, yet fails to get into the here-and-now kinds of topics and activities on which limited-English adults need to work. In the first case, APL topics are presented

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*The APL model, developed by researchers at the University of Texas at Austin, sets forth a series of instructional objectives integrating five general knowledge areas (Community Resources, Consumer Economics, Health, Government and Law, Occupational Knowledge) with six basic skills (Problem-Solving, Computation, Reading, Writing, Speaking and Listening, and Interpersonal Relations).

in English in a watered-down version with much chance for misinterpretation and misunderstanding. In the second case, life-coping skill development is usually postponed until the students learn "enough" English.

Priority number six of the Pennsylvania Department of Education Section 310 guidelines for 1979 - 1980 funding set forth a possible solution to the problem: "Develop a bilingual APL program to include curriculum and counseling components." In accordance with this priority, our project proposed to introduce a bilingual APL instructional component to local ABE/ESL programs in Pennsylvania in which the students' native language would be used to facilitate the teaching of life-coping skills in English. Instead of postponing life-coping topics until foreign adult students attained low-intermediate or advanced English proficiency, we proposed using the students' native language in the classroom for the following purposes:

(1) To clarify APL-related concepts, which are often culturally-bound and, therefore, extremely difficult for foreign-born adults to comprehend. Commonplace events or courses of action which we take for granted as "common sense" -- e.g., locking our car to prevent theft, being appropriately assertive in a job interview -- are closely tied to our values and culture.

(2) To assist in improvement or development of literacy skills in the native language, where necessary or desirable. Research indicates that it is preferable to receive pre-reading and initial literacy instruction in one's native language. Once developed, the reading skill can then be transferred to the second language, with the advantage of improving reading in both languages.

(3) To provide students with native-language equivalents for APL terms, for the purpose of saving class time and avoiding lengthy explanations in English.

In addition to the bilingual APL instructional component, the project called for bilingual counseling and information services to be made available to foreign adults of limited English proficiency who are unable to gain maximum benefit from counseling provided exclusively in English. Bilingual counseling was to be available at class sites through a bilingual master teacher/counselor or teacher aide/counselor, while bilingual information services would take the form of special presentations on selected life-skills topics by experts in the community, using either bilingual presenters or bilingual staff to give native-language assistance when necessary.

An important aspect of the project's bilingual APL instructional and counseling components was the development of numerous project products. The following table provides an overview of products developed by the Bilingual ABE Project:

PRODUCT	LANGUAGE				
	English	Spanish	Vietnamese	Lao	Cambodian
APL Needs Assessment Survey	X	X	X	X	X
Community Resources Pre-Test	X	X	X		X
Community Resources Post-Test	X	X	X		
Consumer Economics Pre-Test	X	X	X		
Consumer Economics Post-Test	X	X	X		
Government and Law Pre-Test	X	X	X		X
Government and Law Post-Test	X	X	X		
Health Pre-Test	X	X	X		X
Health Post-Test	X	X	X		

PRODUCT	LANGUAGE				
	English	Spanish	Vietnamese	Lao	Cambodian
Occupational Knowledge Pre-Test	X	X	X		X
Occupational Knowledge Post-Test	X	X	X		
Teacher Observation Checklist	X				
Bilingual Counseling Report	X				
Student Interview Form	X				
Program Evaluation Form	X				
Guidelines for Test Administration	X				
Materials Resource List	X				

These products would be useful to adult educators working with ABE and ABE/ESL students. Products are described in greater detail and copies are addended in Section V., PRODUCTS.

Finally, the project included a teacher-training component to better equip ABE/ESL staffs across the state to address the English language and coping-skills needs of their adult students.

All project activities took place during the one-year funding period July 1, 1979, through June 30, 1980. Project staff, including those supported indirectly by the project on a contractual basis, were as follows:

Name	Title/Capacity	Affiliation
Janet R. Graham	Project Director (full-time)	Allegheny Intermediate Unit 3
Marion Usiak/Janice Parris	Staff Secretary (half-time)	Allegheny Intermediate Unit 3
Donna Ammons	Program Evaluator (part-time)	Allegheny Intermediate Unit 3
Yen T. Breneman	Bilingual Teacher Aide/Counselor (part-time)	Lancaster-Lebanon Intermediate Unit 13
Ellen Brondfield	Evaluation Specialist (part-time)	Allegheny Intermediate Unit 3

Name	Title/Capacity	Affiliation
Marjorie Colbert	Bilingual Counselor (part-time)	School District of Lancaster
Eliseo Colón	Bilingual Consultant (part-time)	University of Pittsburgh
Jean DeVastey	Bilingual Teacher/ Counselor (part-time)	School District of Philadelphia
Patricia Louque	Bilingual Consultant (part-time)	Self-employed
Lynda-Lueck Stoner	Bilingual Consultant (part-time)	Self-employed
Martha J. McNamara	Workshop Presentor (part-time)	University of Pittsburgh
Janet E. Purcell	Master Teacher (part-time)	Lancaster-Lebanon Intermediate Unit 13
Alina Reininger	Bilingual Teacher (part-time)	School District of Lancaster
Ahuva Stadtlander	Bilingual Consultant (part-time)	Shadyside Hospital, Pittsburgh

In addition to contact persons listed below in Section III., DESIGN, the following people contributed to and participated in the project, although they were not supported by project funds:

Name	Title/Capacity	Affiliation
Mitchell Borke	Professor, School of Pharmacy (volunteer interpreter)	Duquesne University, Pittsburgh
David Brown	ABE Supervisor	School District of Philadelphia
Linda Carl	ESL Teacher	Lancaster-Lebanon Intermediate Unit 13
Myrna Delgado	Bilingual/ESL Advisor (volunteer bilingual consultant)	Pennsylvania Department of Education
Mike Farrell	Director	Centro Loyola, Pennsylvania

Name	Title/Capacity	Affiliation
Pat Hudson	Indochinese ESL Coordinator (workshop presentor)	Allegheny Intermediate Unit 13
Winona Moseley	ABE Supervisor	School District of Philadelphia
Christina Paulston	Chairperson, Department of General Linguistics	University of Pittsburgh
Peggy Stark	ESL Teacher	Lancaster-Lebanon Intermediate Unit 13
Jadwiga Sucharzewska	Bilingual Teacher/ Counselor	Allegheny Intermediate Unit 3
Doris Zook	Adult Education ESL Coordinator	Lancaster-Lebanon Intermediate Unit 13

This report was prepared for the Division of Adult Education and Training Programs, Pennsylvania Department of Education, and would be most appropriate for adult educators (teachers, administrators, counselors and teacher-trainers) seeking to improve the language and life-coping skills of non-English-dominant adults in the United States. Additional copies may be obtained from:

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Specific objectives developed for the Bilingual ABE Project were as follows:

1. Program Delivery Objectives

   a. An APL life-coping skills instructional program for foreign adults will be developed and implemented in which teachers will use:

      (1) English as the primary medium of instruction.

      (2) The native language of the student to explain difficult concepts.

b. Foreign adults who are functionally illiterate in their native language will receive literacy instruction in the native language as a means to prepare them for literacy education in ESL.

c. Bilingual counseling and information services addressing various APL knowledge areas will be provided to student participants.

d. ESL/ABE staffs will be trained in evaluating and adapting bilingual/ESL teaching materials, methodologies, and techniques which address life-coping skills.

2. Student Performance Objectives

a. At least 70% of the participants receiving bilingual/ESL/ABE instruction will demonstrate growth in life-coping skill areas as measured by an APL-type assessment instrument developed by the project.

b. At least 70% of the participants who receive literacy instruction in the native language will demonstrate improved literacy skills as measured by an adaptive translation of the APL-type assessment instrument developed by the project.

II. DESIGN

In order to meet the project objectives, three major program design features were developed: the establishment of a consortium of participating LEA's across Pennsylvania; linkage with the Department of General Linguistics, University of Pittsburgh, and contractual arrangements with bilingual consultants:

A. Contracts with LEA Consortium

Bilingual APL instruction and counseling components of the project were implemented at local ABE sites across Pennsylvania by means of contractual agreements between AIU and members of a consortium of LEA's. Specifically, the following school districts and intermediate units participated:

LEA	Contact Person and Title
Allegheny I.U. 3	Howard Kleinmann, Director, ESL Programs
Lancaster-Lebanon I.U. 13	Sherry Royce, Director, Adult Education
School District of Lancaster	Eugene Madeira, Program Specialist, Continuing Education
School District of Philadelphia	Matthew C. Knowles, Director, Division of Adult Education

LEA's agreed to:

1. Provide a specified number of hours of bilingual APL instruction to at least 15 students during a given period.
2. Provide a specified number of hours of bilingual counseling and assessment services - including administration of the project's APL Needs Assessment Survey - to the above group of students.
3. Administer to students the appropriate project pre- and post-tests for the APL content area(s) studied.

4. Provide AIU with completed project evaluation data and forms according to a specified schedule.

In return, AIU agreed to:

1. Reimburse LEA's for salaries and appropriate fringe benefits paid to teachers, counselors, and teacher aides for project services.
2. Pay participating LEA's appropriate indirect cost charges (on a percentage basis).
3. Monitor project activities through on-site visits, correspondence, telephone calls, etc.
4. Provide assistance to participating local staffs in setting instructional goals and selecting and utilizing appropriate instructional materials and techniques. This included providing local sites with sample and/or multiple copies of instructional materials.
5. Provide staff development sessions focusing on the evaluation and adaptation of bilingual/ESL techniques and materials for teaching coping skills to foreign adults.
6. Cover the cost of and coordinate on-site bilingual presentations on life-skills topics of special interest to local students.

B. Linkage with University of Pittsburgh

Implementation of the staff development component of the Bilingual ABE Project was accomplished by means of a contract with the Department of General Linguistics, University of Pittsburgh, which agreed to:

1. Plan and conduct two to four staff development workshops for LEA consortium teaching staff participating in the project, with emphasis on evaluation and adaptation of instructional techniques and materials for adult bilingual/ESL classes within

a coping skills framework. At least one session was held in eastern Pennsylvania and at least one in the Pittsburgh area.

2. Develop, duplicate, and distribute workshop evaluation forms for each session and submit completed forms to AIU.
3. Provide necessary materials and equipment for workshops.
4. Assist the project director in development of publicity, needs assessment, and registration forms for workshops.
5. Provide the project director with necessary information on the staff development component for inclusion in project reports.

In turn, AIU agreed to:

1. Pay the Department of General Linguistics a pre-arranged, flat rate per workshop held.
2. Coordinate public relations, registration, space rental, and other details of workshop sessions.
3. Develop, print, and disseminate publicity, needs assessment, and registration forms for staff development sessions.
4. Monitor the effectiveness of sessions by means of workshop evaluation forms, program evaluation forms, and informal feedback from participating LEA staff and administrators.

C. Contracts with Bilingual Consultants

In order to implement the project's bilingual information services component, AIU finalized contracts with independent consultants to make special bilingual presentations on life-skills topics of high interest to students at local sites. Consultants were drawn from a variety of sources, including human service organizations, universities, private consulting firms, and government agencies.

Independent contracts with bilingual consultants generally took the following form. Consultants agreed to:

1. Present a bilingual information services session on a specified topic at a pre-arranged time and place.
2. Provide necessary student handouts, pamphlets, resource lists, etc., for the presentation.
3. Provide AIU project staff with copies of handouts and an outline of topics for the presentation.

AIU agreed to:

1. Reimburse consultants at a pre-arranged, flat rate (daily or hourly).
2. Coordinate publicity and space arrangements for presentations.
3. Provide bilingual staff to translate if presentor was not bilingual.

The project proposal also provided for similar contractual arrangements with bilingual consultants for the purpose of translating project evaluation instruments into students' native languages as needed.

III. ACTIVITIES

A. Planning Sessions with LEA Consortium

Efforts to identify a consortium of school districts and Intermediate Units in Pennsylvania to participate in the project began well before the proposal deadline. Various high-priority LEA's across Pennsylvania were identified, based upon the number of limited-English adults of homogeneous native-language background residing in their vicinity. An effort was made to involve several different native-language groups throughout Pennsylvania. Allegheny Intermediate Unit was also selected to participate, since it operates numerous ABE/ESL classes in Allegheny County. Letters indicating their willingness to participate in the project were secured from the three LEA contact persons mentioned previously and addended to the project proposal.

When the project became operational in July, 1979, LEA representatives were again contacted to review the project design in general and discuss how it might best be tailored to meet their specific needs. Individual planning meetings were scheduled during August - September, 1979. Agendas for on-site planning sessions included the following topics:

STUDENTS

- Native-language of proposed target group
- Recruitment techniques
- Estimated ESL proficiency
- Estimated literacy level in native language

STAFF

- Viable staffing design
- Current bilingual staff members (if any) and their availability
- Local pay scale including fringe benefits (if any)

- Preferred topics and schedule for University of Pittsburgh staff development workshops

RESOURCES, DESIGN, ETC.

- Duplication facilities available
- Prospective class sites
- Local restrictions regarding class schedules, certification, etc.
- Prospective instructional materials
- Possible resources in the community for bilingual presentations, including volunteers
- Budget
- Proposed class schedule and total number of hours of bilingual instruction and counseling

Exact provisions of each contract were negotiated in light of the above considerations. The following summary illustrates the variety of staffing arrangements designed to best meet local needs:

LEA	STAFF (part-time)	SUPPORTED BY
Adult Enrichment Center, School District of Lancaster, PA	1 bilingual, certified teacher	Bilingual ABE Project
	1 bilingual counselor	Bilingual ABE Project
Lancaster-Lebanon I.U. 13, Neffsville, PA	1 certified, master teacher	Bilingual ABE Project
	2 certified teachers	State ABE/ESL funds* and other funds.
	1 bilingual teacher aide/counselor	Bilingual ABE Project
Division of Adult Education, School District of Philadelphia, PA	1 bilingual, certified teacher/counselor	Bilingual ABE Project
Allegheny I.U. 3, Pittsburgh, PA	1 bilingual teacher/counselor	State ABE/ESL* and other funds.

*Granted to LEA's on an individual basis.

B Materials Selection

On-site meetings between AIU project staff and participating LEA staff also gave local administrators and staff an opportunity to preview relevant instructional materials and aids in the areas of adult ESL, life-coping skills, and bilingual education. Specifically, AIU project staff provided LEA Consortium sites with sample copies of the following materials in advance of class start-up dates and also on an ongoing basis as new publications become available:

Ackerman, Douglas V. et. al. "The Victorious Victim" and "La Victima Victoriosa". New York: Consumer Law Training Center.

Adult Performance Level Project. The APL Series. Government and Law Student's Workbook and Reading Book. New York: Harcourt Brace Jovanovich, 1979.

Ady, Laurence I. et. al. Orange County English as a Second Language Curriculum Guide, Levels I and II. Rockville, Maryland: Clearinghouse ADELL, 1978.

Alexander, L.G. et. al. Talk It Over. New York: Longman American English, 1980.

Bash, et. al. Inglés para sobrevivir (English For Survival), Book I. Northbrook, Illinois: Quality Books, Inc., 1973.

Bruder, Mary Newton. MMC: Developing Communicative Competence in ESL. Pittsburgh, Pennsylvania: University Center for International Studies, 1974.

Carver, Tina Kasloff and Sandra Douglas Fotinos. A Conversation Book: English in Everyday Life, Books One and Two. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

Chaille, David. Vocabulary Through Pictures. Beverly Hills, California: Easy Aids, 1979.

Davis, Polly. English Structure in Focus. Rowley, Massachusetts: Newbury House, 1977.

Ferreira, Linda. Verbs in Action. Rowley, Massachusetts: Newbury House, 1978.

Graham, Janet. "Sources of ESL, ESP, APL, and Bilingual Instructional Materials for Adults." Pittsburgh, Pennsylvania: Allegheny Intermediate Unit 3, 1979 (unpublished; copy addended).

Ilyin, Donna and Thomas Tragardh. Classroom Practices in Adult ESL. Washington, D.C.: TESOL, 1978.

Iwataki, Sadae et. al. ESL: A New Approach for the 21st Century, Beginning. San Juan Capistrano, California: Modulearn, Inc., 1975.

Joyce, Donald P. Studying for a Driver's License. Syracuse, New York: New Readers Press, 1973.

Kettering, Judith Carl. Developing Communicative Competence: Interaction Activities in ESL. Pittsburgh, Pennsylvania: University of Pittsburgh Center for International Studies, 1975.

McVey and Associates, Inc. Follett Coping Skills Series. Chicago, Illinois: Follett Publishing Company:
Banking, 1980.
Budgeting, 1977.
Finding Work, 1977.
Getting Medical Assistance, 1977.
Job Interviews, 1978.
Using Community Resources, 1977.
Using Transportation, 1978.

Nelson, Gayle and Thomas Winters. ESL Operations: Techniques for Learning While Doing. Rowley, Massachusetts: Newbury House Publishers, Inc., 1980.

Paulston, Christina. et. al. Developing Comunicative Competence: Roleplays in ESL. Pittsburgh, Pennsylvania: University of Pittsburgh Center for International Studies, 1975.

Perth Amboy Board of Education. Perth Amboy Bilingual Consumer Education Program, Books I and II, cassette tapes, filmstrips. Upper Montclair, New Jersey: Resource Dissemination Center, Montclair State College, 1978.

Reeves, George. Idioms in Action. Rowley, Massachusetts: Newbury House Publishers, Inc., 1975.

Rousseau, Meredith. ABLEST ESL Teacher's Guide. Belmont, California: Fearon Pitman Publishers, Inc., 1976.

Royce, Sherry and Linda Malesic. APL Made Easy: A Card Catalogue of 100 Lesson Plans and a Teacher's Guide. Lancaster, Pennsylvania: Lancaster-Lebanon I.U. 13, 1979.

Schneider, Lois. Teaching English Sounds to Spanish Speakers. Galien, Michigan: Allied Education Corveil, 1971.

Trager, Edith Crowell and Sara Cook Henderson. The PD's: Pronunciation Drills for Learners of English. Encino, California: English, Language Services, 1956.

Wisconsin Resettlement Assistance Office. Vietnamese Materials (#1 - 32) and Lao Materials (#1 - 9). Madison, Wisconsin: Wisconsin Resettlement Assistance Office, 1976 - 1979.

Wylie, Richard and Patricia Baca de McNicholas. Estilo de vida '70 (Life Style 70's). Indian Rocks Beach, Florida: Relevant Productions, Inc., 1975.

Specific materials used varied from site to site, and will be discussed in Section E., Bilingual APL Instruction.

C. Development of Evaluation Instruments

During the first quarter of the project, the director was heavily involved in the development of project evaluation instruments and products. Copies are described and addended in Section V., PRODUCTS.

In some cases, arrangements were made for APL Needs Assessment Surveys and APL Pre- and Post Tests to be translated into Spanish, Lao, Vietnamese, and Cambodian. Since the group of Russian adults served locally by AIU preferred to have all written materials and tests in English, no native-language versions of the evaluation instruments were prepared for this group.

Translation services were secured in a variety of ways. Lancaster-Lebanon I.U. 13 arranged to have the Indochinese versions prepared at no cost to the project. Spanish versions were prepared by a Puerto Rican doctoral student from the University of Pittsburgh under contract to the project and by bilingual staff at the Adult Enrichment Center, Lancaster.

D. Recruitment and Needs Assessment

In all cases, local project sites conducted recruitment of prospective students for Bilingual APL classes. The following methods were used, among others:

- liaison with community agencies
- door-to-door solicitation in neighborhoods surrounding ABE centers
- phone calls and visits to drop-outs from previous programs
- mass mailings
- student referral during ABE intake and counseling sessions
- drawing students from existing classes
- posters in ABE centers

It was noted that in some cases use of the terms "bilingual" and "APL" in local recruitment efforts had a negative, rather than positive, effect. According to student feedback, some prospective students misinterpreted the term "bilingual" to mean that they would not learn English; "APL" was often an unfamiliar and, therefore, threatening term.

In spite of these minor recruitment difficulties, each project site involved served more than the proposed 15 students (see Section VI., EVALUATION, for a breakdown). A total of 151 students participated in the program throughout Pennsylvania as opposed to original plans to serve 60. Typically, a site began with a solid group of 12 - 15 students. Attrition was usually counterbalanced by ongoing recruitment of new students by local staff.

Once a group of at least 10 students had been recruited at a given site, local bilingual staff participating in the project began to administer the APL Needs Assessment Survey to determine high-interest APL topics. Depending upon staff resources and scheduling at various sites, individual administration of the Survey by means of an oral interview, as originally planned, was not always feasible. Therefore, Surveys were often administered to small groups of students

with native-language assistance from bilingual teachers/counselors In many cases, students opted to complete native-language versions of the Survey. Students functionally illiterate in their native language were interviewed individually by bilingual staff, who indicated their responses on the Survey form itself.

Survey results for each site were compiled by hand by AIU project staff and reported to local staffs as soon as possible, since most sites administered the Survey a few weeks before actual instruction was to begin. Participating LEA Staffs were advised of the relative priority of the five APL content areas as well as the 20 - 25 specific topics in each area. A copy of the Survey and a discussion of the results are presented in Section VI, EVALUATION.

E. Bilingual APL Instruction

Since the nature of the bilingual APL instructional component varied considerably from one project site to the next, each site will be described individually, using a standard format. Additional comments and information on specific classes can be found in the evaluation section.

1. School District of Lancaster

Site Location:	Adult Enrichment Center, Lancaster, PA
Class Schedule:	November, 1979 - May, 1980 Monday through Thursday, 1 - 3 p.m. 250 hours of instruction
Students Served:	34 Hispanic adults, ages 17 - 48. All with little or no ESL proficiency. Several functionally illiterate in Spanish.
APL Areas Studies:	All 5 areas, plus a special 5-week bilingual ABE math skills component.

Instructional Materials:

Iwataki. et. al. ESL: A New Approach for the 21st Century, Beginning and Intermediate Levels.

McVey and Associates, Inc. Follett Coping Skills Series.

Mulvey, Mary C. et. al. Library of Adult Basic Education LAPs. Providence, Rhode Island: Programs for Achievement in Reading, Inc., 1978.

Perth Amboy Board of Education. Perth-Amboy Bilingual Consumer Education Program, Books I and II. Upper Montclair, New Jersey: Resource Dissemination Center, Montclair State College, 1978.

Schneider. Teaching English Sounds to Spanish Speakers.

Wylie and Baca. Estilo de Vida "70 (Lifestyle 70's).

Comments:

Because students exhibited an alarming lack of knowledge -- in Spanish and in English -- of life-skills informatin in all five APL area, 50% - 75% of coping skills instruction was conducted in Spanish initially. As enrollment fluctuated and students progressed, greater emphasis was placed on English. Even so, a difficult teaching situation presented itself: although students generally verbalized the goal of increased aural/oral fluency in English, they hesitated to speak English in class and preferred instead to concentrate on improving their literacy skills in English and assimilating basic life-skills information in English and/or Spanish. Student interviews revealed the reason for this: Difficulty reading and writing forms, directions, documents, signs, etc., was a frequent source of embarrassment to these adults, and therefore, of high priority to them in the classroom. Aural/oral fluency, while desirable, appeared to not be as crucial to students on a daily basis.

Effective teaching techniques included presentation and practice of dialogues, bilingual discussion of readings, and individual "real-life" activities (such as completing an actual employment application).

2. School District of Philadelphia

Site Location: Centro Loyola, Philadelphia, PA

Class Schedule: January - May, 1980
Monday, Tuesday, Wednesday, 7 - 9 p.m.
100 hours of instruction

Students Served: 26 Hispanic adults, ages 17 - 56.
All with little or no ESL proficiency;
adequate literacy skills in Spanish.

APL Area Studied: Health

Instructional Materials:

McVey and Associates, Inc. Follett Coping Skills Series: Getting Medical Assistance.

Mellgren, Lars and Michael Walker. New Horizons in English Reading, Massachusetts: Addison-Wesley, 1973 - 75.

Comments:

Since native-language literacy was not a problem for this group, 75 - 80% of classroom instruction was conducted in English. Spanish was used to point out English - Spanish cognates, provide synonyms for new vocabulary, and discuss difficult APL and ESL concepts. Students in this group also showed a tendency to avoid speaking English in class. Although a few highly-motivated students attended consistently throughout the five-month period, several students, especially during the first two months, attended irregularly. Monitoring the situation, AIU and local ABE/ESL supervisors advised the bilingual teacher to improve sequencing, continuity, and transition of classroom activities and to incorporate more communicative activities. Shortly thereafter, students and administrators, in their comments to the project director, noted improvement in the effectiveness of bilingual ABE instruction. Also, enrollment increased substantially in mid-April. Some effective techniques employed by this teacher include planning lessons around students' interests and goals, having students take turns conducting drills, and developing roleplay situations. Several students in the class indicated that they would like to see a bilingual coping-skills class offered in the future at Centro Loyola.

3. Lancaster-Lebanon Intermediate Unit 13

Site Locations:
(1) Trinity Lutheran Church, Lancaster, PA
(2) Penn Manor High School, Millersville, PA
(3) St. Peter's Lutheran Church, Neffsville, PA

Class Schedule: November - December, 1979 and February - May, 1980
(1) Monday, Wednesday, Friday, 9 a.m. - 12 noon
(2) Monday, Tuesday, 7 - 10 p.m.
(3) Tuesday, Thursday, 11 a.m. - 2 p.m.

Students Served: 53 Vietnamese adults (total):
(1) Beginning Level
(2) Low-Intermediate
(3) Intermediate-Advanced

APL Area Studied: Community Resources (all three locations)

Instructional Materials:

Iwataki, et. al. ESL: A New Approach for the 21st Century, Beginning.

Gallingane, Gloria and Donald Byrd. Write Away. New York: Collier Macmillan.

Mulvey, et. al. Library of Adult Basic Education LAPs.

"News for You." Syracuse, New York: New Readers Press (weekly newspaper).

Royce, Sherry. Reading for Life. New York: Cambridge Book Company, 1978.

Zook, Doris. Project DRIVE. Neffsville, Pennsylvania: Lancaster-Lebanon I.U. 13, 1979.

Numerous teacher-developed materials were also used in I.U. 13 project classes.

Comments:

Although all three classes studied topics in the Community Resources area, instructional methods and materials varied according to the different ESL levels and staffing arrangements involved. Class (1) was taught by a certified teacher and a bilingual teacher aide/couselor. 75 - 80% of the instruction was conducted in English, with the teacher calling on the bilingual aide for native-language assistance when necessary. During the last hour of class, the bilingual aide functioned alone, presenting new coping skills information in English and Vietnamese. Literacy training in English included word recognition, identification of initial and final letters, and rhyming exercises. A number of highly-motivating "total physical response" activities were a regular part of this class' routine, including a "Simon Says" - type game to review commands, parts of the body, objects in the room, and prepositions of place. Individual students became adept at leading the group in such drills. Other effective techniques include modeling drills and behaviors for students, frequent review sessions, using real-life props in the classroom, and using peer-mediated instruction.

Group (2) received coping-skills instructin via the bilingual teacher aide/counselor, who functioned alone in this classroom. Particular emphasis was on Community Resources topics involving driving. Following the first on-site visit by the project director, the bilingual teacher aide was advised to include more opportunities for student participation in her lessons and significant improvement was noted in a subsequent visit. During the first few months of instruction, Vietnamese was spoken about 50% of the time to clarify difficult Community Resources vocabulary and concepts; however, about 70% of instruction was conducted in English by the time the class drew to a close.

Staffing arrangements for group (3) were similar, although the students' ESL level was intermediate-advanced. Sub-topics covered within the Community Resources subject area included using the post office, telephone, and library and reading maps and schedules. Effective teaching techniques included the use of highly-relevant communicative activities, peer-mediated instruction, and visual aids and props, having students paraphrase short reading passages, and assigning short controlled-writing exercises. English was the language of instruction about 90% of the time for this group, with the teacher requesting Vietnamese assistance from the aide when necessary.

Attendance was consistently good in all I.U. 13 project classes, with low attrition.

4. Allegheny Intermediate Unit 3

Site Location: Jewish Community Center
Pittsburgh, PA

Class Schedule: December, 1979 - June, 1980
Monday through Friday, 9 a.m. - 12 noon

Students Served: 45 Russian refugees of intermediate-advanced ESL proficiency. All with professional or technical backgrounds and excellent literacy skills in Russian.

All Areas Studied: All 5 areas.

Instructional Materials:

Action-Housing, Inc. "Saving Energy." Pittsburgh, Pennsylvania: Action-Housing, Inc., 1979.

_____ "Understanding Home Maintenance." Pittsburgh, Pennsylvania: Action-Housing, Inc., 1979.

Adult Performance Level Project. The APL Series: Government and Law Student's Workbook and Reading Book.

Alexander, et. al. Talk It Over.

Davis. English Structure in Focus.

Iwataki, et. al. ESL: A New Approach for the 21st Century, Intermediate.

Kettering. DCC: Interaction Activities in ESL.

McVey and Associates, Inc. Follett Coping Skills Series.

Nelson and Winters. ESL Operations: Techniques for Learning While Doing.

Paulston, et. al. DCC: Roleplays in ESL.

Reeves. Idioms in Action.

Comments:

About 90% of the instruction at this site was carried out in English, by a bilingual teacher. Since students were of intermediate-advanced ESL proficiency, they opted to complete only English versions of the needs assessment and pre/post tests. Native language assistance took the form of providing Russian equivalents of APL terms or confirming students' translations of English vocabulary and concepts. Effective instructional techniques included having students paraphrase the main idea of a paragraph, devising a variety of communicative situations, discussing cross-cultural differences, and assigning students tasks necessitating increased involvement and interaction in the community.

F. Bilingual Counseling and Information Services

The amount of bilingual counseling varied among project sites and was specified in the contractual arrangement between each member of the LEA consortium and AIU as follows:

PROJECT SITE	HOURS OF BILINGUAL COUNSELING
School District of Lancaster	25
Lancaster-Lebanon I.U. 13	50
School District of Philadelphia	25
Allegheny I.U. 3	20

Generally, bilingual counseling consisted of providing referral and information on life-coping topics to project students. Due to the limited amount of time available, in-depth personal, vocational, or family counseling was reserved for established social service deliverers available to these populations. Bilingual teachers/counselors and teacher aide/counselors were provided with sample Bilingual Counseling Report forms illustrating how to report counseling services by APL category. Counseling hours also included time bilingual counselors spent following up on dropouts, arranging bilingual

presentations, and administering the APL Needs Assessment Survey.

Two sites experienced some difficulty in getting students to take advantage of bilingual counseling services. Possible reasons for this include the following:

- Students were reluctant to meet with a teacher/counselor whom they had not known before the program began.
- Transportation, childcare, and schedule problems made it impractical for students to come for counseling before class or stay after class.
- Other established social service providers (sometimes bilingual) were already available to many students. However, one such agency indicated that it had similar problems convincing students to avail themselves of bilingual social services.
- The fact that the bilingual teacher and counselor were sometimes one and the same person seemed to inhibit some students (and motivate others).

In addition to ongoing bilingual counseling services, special bilingual information services presentations on selected life-coping skills topics chosen by local students and staff were also held at each LEA consortium site, as follows:

APL AREA: Health

SPECIFIC TOPICS	SITE	SPEAKER
Nutrition, Pre-Natal Care, Cancer Warning Signs, and Mental Health	School District of Lancaster	Linda Lüeck-Stoner, Nutrition Consultant
Birth Control and Veneral Diseases	School District of Lancaster	Dee Dee Colón Rapp, Planned Parenthood, Lancaster

SPECIFIC TOPICS	SITES	SPEAKER
APL AREA: Occupational Knowledge		
Résumés, Job-Hunting, and Interviews	Allegheny I.U. 3	Ahuva Stadtlander, Personnel Manager Shadyside Hospital, Pittsburgh
Job-Hunting and Vocational Training for Specific Fields	Allegheny I.U. 3	Ahuva Stadtlander, Personnel Manager Shadyside Hospital, Pittsburgh
APL AREA: Community Resources		
Using the Post Office	Lancaster-Lebanon I.U. 13	Ceylon Richelderfer, Manager of Mail Classification, Lancaster Post Office
Using the Library	Lancaster-Lebanon I.U. 13	Anne Becker and Jim Hollinger, Reference Librarians, Lancaster County Library
Cross-Cultural Communication	School District of Philadelphia	Patricia Louque, Consultant, and Myrna Delgado, P.D.E. Bilingual Education Advisor
APL AREA: Consumer Economics		
Food Shopping Home Freezing Safety	Lancaster-Lebanon I.U. 13	Mrs. Kreider, Home Economist
Consumer Rights and Complaints	School District of Lancaster	William Balabanow, Consumer Protection Agency

In all cases, students attending presentations were provided with relevant handouts, which were bilingual in some cases. Although speakers were usually bilingual, in some instances it was difficult to find qualified speakers who were fluent in the students' native language. At any rate, bilingual teaching/counseling staff were always available at information services presentations to provide native-language explanation to students. In several cases local teaching/counseling staff recruited volunteers from the community to speak.

G. Staff Development Workshops

The Department of Linguistics, University of Pittsburgh, was contacted early in March, 1979, to discuss the possibility of working cooperatively on a 310 teaching training/special demonstration project. During the first quarter of the project, several meetings between AIU and Linguistics Department staff were held to finalize contractual arrangements and plan workshop sessions. Participating LEA staff at the various sites were polled to determine their preference for scheduling, specific topics, and locations for staff development workshops. Lancaster-Lebanon I.U. 13 and School District of Lancaster staff preferred that at least one session take place in the fall, in view of the earlier class start-up dates agreed upon. Allegheny I.U. 3 and School District of Philadelphia staff, on the other hand, opted for a workshop in the spring. In addition, Philadelphia ABE administrators suggested that one session for participating staff in Central and Eastern Pennsylvania be offered in the Lancaster area, rather than in Philadelphia, to increase attendance.

In keeping with local preferences, three staff development sessions were held: one in Western Pennsylvania and two in Central Pennsylvania. Sessions were publicized via radio and press coverage and mailings to participating staff, local adult educators, AdvancE (Pennsylvania's Adult Education Clearinghouse), the Adult Education Center of Indiana University of Pennsylvania, school districts, resource centers, bilingual/ESL teachers and aides, libraries, university foreign language and ESL departments, and refugee resettlement agencies. For maximum effectiveness, sessions were open not only to participating LEA staff, but also to other individuals

interested in teaching bilingual life-coping skills and ESL to non-English-dominant adults. Details of workshop arrangements were coordinated by the project director, with special assistance from Lancaster-Lebanon I.U. 13's Adult Education ESL Coordinator, in the case of the two Lancaster-area sessions.

Workshop sessions are summarized below, and sample copies of registration/needs assessment forms are included at the end of this section.

1. Neffsville, Pennsylvania: November 17, 1979, 9 a.m. - 4 p.m.

   Session Title: "Bilingual/ESL Techniques and Materials for Adult Learners"

   Presentor: Martha J. McNamara, Assistant Instructor, Department of General Linguistics, University of Pittsburgh

   Participants: 20 teachers, teacher aides, tutors, and coordinators

   Topics: Theory, Pronunciation Techniques, Interaction Activities, Roleplays, Evaluating and Adapting Techniques and Materials

2. Pittsburgh, Pennsylvania: March 22, 1980, 9:30 a.m. - 3:30 p.m.

   Session Titles: "Teaching English to Foreign Adults":

   (a) "Bilingual/ESL Techniques and Materials"

   (b) "Illiteracy and the Foreign-Born Adult"

   Presentors: (a) Martha J. McNamara, Assistant Instructor, Department of General Linguistics, University of Pittsburgh

   (b) Pat Hudson, Coordinator, Indochinese ESL Programs, Allegheny I.U. 3

   Participants: 39 teachers, teacher aides, tutors, and coordinators

   Topics: (a) Introduction, Evaluation of Sample Texts, Suggestions for Adaptation of Texts, Instructional Techniques

   (b) Concept of Illiteracy, Guidelines to Begin to Teach Illiterate Adults, Preliteracy Lessons (Levels 1 - 3)

3. New Holland, Pennsylvania: May 10, 1980, 1 - 4 p.m.

Session Title: "Techniques, Procedures, and Materials for Teaching ESL and Coping Skills to Foreign Adults"

Presentor: Martha J. McNamara, Assistant Instructor, Department of Genral Linguistics, University of Pittsburgh

Participants: 27 teachers, teacher aides, volunteers, tutors, and coordinators

Topics: Introduction, Planning a Class, Pronunciation Techniques, Grammar Techniques, Incorporating Coping Skills Lessons into an ESL Class, Guidelines for Teaching Illiterate Adults.

Activities at staff development sessions included the following, among others:

- lecture presentations
- demonstrations of instructional techniques and sample lessons
- large-group tasks and discussion
- small-group tasks and discussion
- videotape presentation of sample lessons
- slide presentation of sample materials
- materials exhibits

University of Pittsburgh
ENGLISH LANGUAGE INSTITUTE
Department of General Linguistics

STAFF
DEVELOPMENT
WORKSHOP

"BILINGUAL/ESL TECHNIQUES AND MATERIALS
FOR ADULT LEARNERS"

Saturday, November 17, 1979
9 a.m. - 4 p.m.

Lancaster-Lebanon I.U. 13
Neff School
Route 501 and Duke Street
Neffsville, Pennsylvania

The field of second language instruction is being flooded with new instructional materials and techniques. Bilingual/English as a Second Language teaching staff concerned with developing life-coping skills in adult students must be able to examine these new resources critically and adapt them to meet their students' needs. At this workshop you will have an opportunity to preview a variety of bilingual/ESL teaching techniques and materials--by means of videotaped demonstration lessons and sample texts--and to evaluate them in light of your specific teaching situation.

To attend, complete the registration form below and return it by November 3 to the address on the reverse side; there is no registration fee. (For more information and additional registration forms, contact Doris Zook, ESL Coordinator, I.U. 13, at (717) 569-8561, or Janet Graham, Bilingual ABE Project Director, I.U. 3, at (412) 323-5837.)

Name_____ Telephone ( )_____

Address_____

Position_____ Program_____

(Please be specific in your responses.)

1. What materials, techniques, and procedures...
   a. are you using now?_____
   _____
   _____
   b. are you considering for use?_____
   _____
   _____
   c. have you used in the past?_____
   _____
   _____
2. Additional comments, suggestions, etc._____
   _____
   _____
   _____

This workshop is sponsored by the Bilingual Adult Basic Education Project, Allegheny Intermediate Unit 3, Pittsburgh, Pennsylvania, through 310 Special Experimental Demonstration Project funds from the U.S. Office of Education and the Pennsylvania Department of Education.

University of Pittsburgh
ENGLISH LANGUAGE INSTITUTE
Department of General Linguistics

Allegheny Intermediate Unit
ESL PROGRAMS

TEACHING ENGLISH TO FOREIGN ADULTS

Saturday, March 22, 1980
9:30 a.m. - 3:30 p.m.
Allegheny Intermediate Unit Conference Center
Lobby Level, 2 Allegheny Center (next to Zayre)
Pittsburgh, Pennsylvania 15212

A workshop addressing two important areas in the field of Teaching English as a Second Language to adults.

BILINGUAL/ESL TECHNIQUES AND MATERIALS, 9:30 a.m.-12 noon
For teachers and paraprofessionals concerned with teaching English and survival skills to foreign adults. Evaluation and adaptation of a variety of teaching techniques and materials. Presenter: Martha McNamara, Assistant Instructor, English Language Institute, University of Pittsburgh.

ILLITERACY AND THE FOREIGN-BORN ADULT, 1-3:30 p.m.
Defining illiteracy. Guidelines for teaching illiterates. Presentation of materials and demonstration of teaching techniques. Presenter: Pat Hudson, Coordinator, Indochinese ESL Programs, Allegheny Intermediate Unit.

There is no registration fee for this workshop. You may attend one or both sessions. To attend, complete the registration form below and return it by Monday, March 10 to the address on the reverse side. For more information and forms, contact Janet Graham, Director, Bilingual ABE Project, Allegheny Intermediate Unit, 323-5837. (Sign-in and coffee, 9-9:30 a.m.).

Name_____Telephone_____

Address_____

Position_____Program/School_____

(Please be specific in your responses.)

1. What experience/training, if any, have you had...
   a. teaching English as a Second Language?_____
   _____
   b. working with students who are illiterate in their native language?
   _____
2. In teaching foreign adults, what techniques and materials have you...
   a. had success with?_____
   _____
   b. not had success with?_____
   _____
3. Additional comments, suggestions, questions:_____
   _____
   _____
4. I plan to attend: ____a.m. session ____p.m. session

This workshop is sponsored by the Bilingual ABE Project, Allegheny Intermediate Unit, Pittsburgh, Pennsylvania, through 310 Special Demonstration Project funds from the U.S. Office of Education and the Pennsylvania Department of Education.

TECHNIQUES, PROCEDURES, AND MATERIALS
FOR TEACHING ENGLISH AS A SECOND LANGUAGE AND COPING SKILLS
TO FOREIGN ADULTS

Presenter:
Martha McNamara, Assistant Instructor
English Language Institute, University of Pittsburgh

Saturday, May 10, 1980
1-4 p.m.

Lancaster-Lebanon I.U. 13
1110 Enterprise Road
East Petersburg, Pennsylvania 17520

This workshop will include demonstration and discussion of:

+ Techniques for teaching pronunciation and grammar, including the "M-M-C" sequence of structure drills and ideas for working with dialogs
+ Techniques for teaching coping skills to foreign adults, including vocabulary development
+ Guidelines for teaching foreign adults who are illiterate in their native language

A materials exhibit will also be featured, including basic texts, supplementary materials, and games to teach English as a Second Language and coping skills to foreign adults.

This workshop is free of charge and is open to interested professionals, para-professionals, and volunteers. For further information, please contact Doris Zook, ESL Coordinator, I.U. 13, at (717) 569-8561, or Janet Graham, Director, Bilingual ABE Project, at (412) 323-5837.

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Sponsored by the Bilingual ABE Project, Allegheny Intermediate Unit, Pittsburgh, Pennsylvania, through 310 Special Demonstration Project funds from the U. S. Office of Education and the Pennsylvania Department of Education.

IV. RECOMMENDATIONS

The following recommendations and comments are made based on our involvement in the Bilingual ABE Project during the past year.

A. Incorporating bilingual teaching/counseling staff within adult ESL programs can enhance instruction and counseling components and increase student motivation. Of course, bilingual staff are most effective in areas where classes attract students of homogeneous native language background.

B. Perhaps ABE (including adult bilingual/ESL) outreach efforts should not stress program innovations, but use known, comfortable catch-words and phrases. Terms like "English," "ESL," and "ABE" are familiar to many prospective students, particularly if there is an adult learning center in the area. However, we found that some prospective students felt threatened by unfamiliar terms such as "APL," "bilingual," and "coping skills," even when they were explained in the native language.

C. The APL Needs Assessment Survey could be revised into a shorter, more flexible form for use by other ABE programs, thereby decreasing the amount of time needed to administer it. A few of our ABE/ESL students were overwhelmed by the length and vocabulary of the Survey in its present form, even when it was administered orally in the native language.

D. Hispanic students at two project sites, Philadelphia and Lancaster, were very appreciative of the opportunity to receive native-language assistance in the classroom. However, in some cases it increased the tendency of some students to avoid using English. Students and staff at both sites expressed the opinion

that motivation to learn English is generally low in the local Hispanic community, since its members are constantly reminded that education and fluency in English are not necessarily magic keys to success. Some Hispanic adults in these areas, like other immigrants and refugees in the U.S., have learned to "get by" with minimal or non-existent English skills. Several students indicated that while they really wanted to learn more English and succeed, they hesitated to risk losing the Hispanic community's support by doing so.

In conclusion, we would suggest that administrators considering adding a bilingual dimension to existing ABE/ESL programs consider their students' motivations and goals, as well as pressures and support from their ethnic communities and the society at large. Careful delineation and awareness of these factors would facilitate program planning regarding the degree, nature, and ultimate purpose of a bilingual instructional component for specific groups of non-English dominant adult students.

V. PRODUCTS

Copies of products developed by the Bilingual ABE Project are included in this section, following a brief description of each item.

A. APL Needs Assessment Survey (English, Vietnamese, Spanish, Lao and Cambodian versions).

Adapted from the Life Skills Survey developed by Sherry Royce of Lancaster-Lebanon I.U. 13, this instrument was designed to assess ABE or ABE/ESL student interest in specific life-skills topics in the five APL content areas (Government and Law, Health, Consumer Economics, Community Resources, and Occupational Knowldege). Twenty or twenty-five topics are listed for each area, and an individual student or interviewer can indicate the student's interest in learning more about each topic. The Survey was originally designed to be completed by a bilingual staff person during individual student interviews. However, as this method proved to be too time-consuming for most programs, the Survey was usually administered to small groups - in English or the native language -, with a bilingual staff person on hand to assist students who were functionallly illiterate in their native language.

B. APL Pre- and Post-Tests (English, Spanish, and Vietnamese versions in all five APL areas; Cambodian versions of pre-tests only.

These ten-item, multiple-choice tests were developed to measure ABE or ABE/ESL students' growth in life-coping skills. Since project participants were limited-English adults, test items were controlled for sentence structure and vocabulary. Content was determined by referring to "APL Goals, Objectives, and Definitions of the APL Skills" (User's Guide, Adult APL Survey, American College Testing Program, Iowa), the "APL Survey" (ACT), "APL Content Area Measures" (ACT), and various coping-skills series available commercially. Post-tests contain the same items as pre-tests, but in different order.

C. Bilingual Counseling Report

Purpose: To document and report bilingual counseling provided to individual students at each site. Services provided are categorized by APL category.

D. Teacher Observation Checklist

Purpose: To evaluate teacher performance and student response during on-site observations. This instrument could be revised for use in ABE and ABE/ESL programs which do not have a bilingual component by omitting items dealilng with native language instruction, medium of instruction, etc.

E. Student Interview Form

Purpose: To elicit ABE and ABE/ESL student feedback on effectiveness of a program of life-skills instruction and counseling. The instrument is to be completed by someone other than the teacher or counselor of the student being interviewed.

F. Program Evaluation Form

This instrument was designed to provide the project director with feedback from participating local ABE administrators, teachers, counselors, and aides on the effectiveness of program implementation.

The following pages contain project-developed products arranged in the same order in which they are listed above. Copies of pre-/post-testing guidelines and answer keys, which were distributed to project teaching staff, are also included.

(AIU use)

Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL NEEDS ASSESSMENT SURVEY*

Instructions for the Interviewer: The purpose of this questionnaire is to determine what Adult Performance Level (APL) topics students would like to study in a bilingual ABE class. The questionnaire is to be administered orally -- in English and/or the student's native language -- to ABE students, as part of the intake process. Indicate the student's response for each item by checking "yes" or "no." Additional topics that the student wants to learn more about may be listed at the end of each section.

Student's Name_____
last first middle

Date of Birth_____, Sex_____

Native Language_____

_____
Interviewer's Signature Date

*Adapted by Janet R. Graham from the "Life Skills Survey" developed by Ms. Sherry Royce, I.U. 13, Neffsville, Pennsylvania.

COMMUNITY RESOURCES

YES	NO		Would you like to know more about:
____	____	1.	Using recreational and entertainment facilities (pools, parks, museums, theaters, etc.) in your community?
____	____	2.	Shopping areas in your community?
____	____	3.	Social services available in your community?
____	____	4.	The Post Office facilities?
____	____	5.	The Public Library?
____	____	6.	Day care centers in your community?
____	____	7.	Emergency calls in case of fire, illness, accident, poisoning, etc.?
____	____	8.	How to use a road map?
____	____	9.	How to make hotel/motel reservations?
____	____	10.	How to read transportation schedules for a bus, train, or airplane?
____	____	11.	How to figure out mileage?
____	____	12.	How to order tickets by mail or telephone?
____	____	13.	Traffic rules and regulations?
____	____	14.	Road signs and signals?
____	____	15.	Driving in special weather conditions?
____	____	16.	How to get a driver's permit or license?
____	____	17.	Vehicle inspection and registration?
____	____	18.	How to use the telephone book?
____	____	19.	How to write an ad for a newspaper?
____	____	20.	How to figure out time zones, daylight savings time and travel time in the U.S.?

CONSUMER ECONOMICS

YES	NO	Would you like to know more about:
____	____	1. Making a family or individual budget?
____	____	2. Buying food wisely?
____	____	3. How to figure unit prices?
____	____	4. Comparison shopping?
____	____	5. Purchasing a major appliance such as a television set or refrigerator?
____	____	6. Taking measurements to buy such things as carpeting or draperies?
____	____	7. The costs involved in buying a house?
____	____	8. Renting an apartment and signing a lease?
____	____	9. How to shop for a new car or used car?
____	____	10. Warranties and guarantees?
____	____	11. Consumer fraud, consumer protection, and consumer complaints?
____	____	12. Ordering items from a catalog or by mail?
____	____	13. How to figure sales tax?
____	____	14. How to figure change?
____	____	15. Establishing a credit rating?
____	____	16. Borrowing money and types of loans?
____	____	17. Opening a checking account, writing checks, and balancing a check book?
____	____	18. Figuring interest charges?
____	____	19. Savings accounts?
____	____	20. Buying life, homeowners', rental, and car insurance?
____	____	21. Advertising practices, including illegal or misleading techniques?
____	____	22. Sales agreements and contracts?
____	____	23. Ways to conserve energy?
____	____	24. Utility bills?
____	____	25. Car maintenance?

GOVERNMENT AND LAW

YES	NO		Would you like to know more about:
____	____	1.	The constitution of the United States and how it affects you?
____	____	2.	How to register to vote and how to use the voting machine/ballot?
____	____	3.	Our political parties?
____	____	4.	How your local government works and how it can help you?
____	____	5.	How the court system works?
____	____	6.	Your legal rights if you are arrested?
____	____	7.	How, when, and where to obtain legal help?
____	____	8.	Crimes which are a felony or a misdemeanor?
____	____	9.	How to sue an individual or a company?
____	____	10.	The difference between a subpoena and a summons?
____	____	11.	Legal papers such as wills, marriage licenses, birth and death certificates?
____	____	12.	Filling out your federal income tax form?
____	____	13.	Filling out your state and local income tax forms?
____	____	14.	How the government uses your tax money?
____	____	15.	The powers of the President of the United States?
____	____	16.	How laws are made?
____	____	17.	The powers and structure of Congress?
____	____	18.	The Supreme Court?
____	____	19.	How to apply for Social Security benefits?
____	____	20.	How to write a letter to your representatives?

_____

_____

_____

_____

_____

_____

_____

HEALTH AND SAFETY

YES	NO	Would you like to know more about:
____	____	1. How to tell when someone is ill and where to get medical help?
____	____	2. The use and possible side effects of prescription and over-the-counter drugs?
____	____	3. Proper home care of the sick?
____	____	4. Shots for children to fight disease?
____	____	5. How to plan well-balanced meals?
____	____	6. Proper dental care?
____	____	7. Basic first aid?
____	____	8. How to prevent accidents and injuries in your home?
____	____	9. Family planning and effective birth control methods?
____	____	10. Pregnancy and pre-natal care?
____	____	11. Infant and child care?
____	____	12. Adolescent behavior?
____	____	13. The symptoms and treatment of VD (venereal disease)?
____	____	14. Alcohol and its effects?
____	____	15. Problems of drug abuse?
____	____	16. How to tell when someone has emotional problems, such as depression, and where to find professional help?
____	____	17. The effects of smoking?
____	____	18. The danger signs of cancer?
____	____	19. Signs and treatment of diabetes, heart disease, etc.?
____	____	20. Health insurance?

_____

_____

_____

_____

_____

_____

_____

OCCUPATIONAL KNOWLEDGE

YES	NO	Would you like to know more about:
____	____	1. Your particular job interests and needs?
____	____	2. Vocational counseling and testing available in your area?
____	____	3. The difference between the BES (Bureau of Employment Seucrity) and private employment agencies?
____	____	4. How to use the help wanted ads in the newspaper?
____	____	5. How to write a letter of application?
____	____	6. How to seek employment by telephone?
____	____	7. How to write a personal fact sheet and job history (resume)?
____	____	8. How to fill out a job application form and W-4 form?
____	____	9. What an employer looks for in a new employee?
____	____	10. How to prepare for a job interview?
____	____	11. What questions to ask a possible employer?
____	____	12. Employment benefits such as health and life insurance, vacation, sick leave, and retirement?
____	____	13. Minimum wage laws?
____	____	14. How to fill out a Social Security form?
____	____	15. Your payroll deductions and take-home pay?
____	____	16. The function of labor unions?
____	____	17. What "equal opportunity employer" means?
____	____	18. What employers call good work habits?
____	____	19. How to deal with employers, other workers, and work situations?
____	____	20. How anti-discrimination laws affect you?

(AIU use)

Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL NEEDS ASSESSMENT SURVEY*
(Versión española)

Instructions for the Interviewer: The purpose of this questionnaire is to determine what Adult Performance Level (APL) topics students would like to study in a bilingual ABE class. The questionnaire is to be administered orally -- in English and/or the student's native language -- to ABE students, as part of the intake process. Indicate the student's response for each item by checking "yes" or "no." Additional topics that the student wants to learn more about may be listed at the end of each section.

Student's Name _____ _____ _____
last first middle

Date of Birth _____ Sex _____

Native Language _____

_____
Interviewer's Signature Date

*Adapted by Janet R. Graham from the "Life Skills Survey" developed by Ms. Sherry Royce, I.U. 13, Neffsville, Pennsylvania.

LOS RECURSOS DE LA COMUNIDAD

SÍ	NO		Quiere Ud. aprender más acerca de:
___	___	1.	¿El uso de facilidades de recreación y de entretenimiento (piscinas, parques, museos, teatros, etc.) en su comunidad?
___	___	2.	¿Lugares para hacer compras en su comunidad?
___	___	3.	¿Los servicios sociales en su comunidad?
___	___	4.	¿Las facilidades del Correo?
___	___	5.	¿La Biblioteca Pública?
___	___	6.	¿Los centros para el cuidado de niños en su comunidad?
___	___	7.	¿Llamadas de emergencia en caso de incendio, enfermedad, accidente, y envenenamiento?
___	___	8.	¿Cómo usar un mapa?
___	___	9.	¿Cómo hacer reservaciones para un hotel o motel?
___	___	10.	¿Cómo leer los horarios de transporte para el autobús, tren o avión?
___	___	11.	¿Cómo calcular el recorrido en millas y los gastos de viaje?
___	___	12.	¿Cómo ordenar billetes por correo o teléfono?
___	___	13.	¿Las reglas de tráfico?
___	___	14.	¿Las señales de manejar?
___	___	15.	¿Cómo manejar bajo condiciones malas del tiempo, como en la nieve?
___	___	16.	¿Cómo sacar el permiso o licencia para manejar?
___	___	17.	¿La matrícula e inspección de vehículos?
___	___	18.	¿Cómo usar la guía telefónica?
___	___	19.	¿Cómo escribir un anuncio para el periódico?
___	___	20.	¿Cómo calcular las zonas de hora y el cambio en las zonas de hora en los Estados Unidos?

_____

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LA ECONOMÍA DEL CONSUMIDOR

SÍ	NO	Quiere Ud. aprender más acerca de:
___	___	1. ¿Cómo preparar un presupuesto para su familia?
___	___	2. ¿Cómo comprar los comestibles juiciosamente?
___	___	3. ¿Cómo calcular los precios por unidad en la tienda de comestibles?
___	___	4. ¿Cómo comparar los precios de los artículos que Ud. quiere comprar?
___	___	5. ¿Cómo comprar un aparato mayor como una televisión o nevera?
___	___	6. ¿Cómo tomar medidas para comprar tales cosas como alfombras o cortinas?
___	___	7. ¿Los costos de comprar una casa?
___	___	8. ¿Alquilar un apartamento y firmar un arrendamiento?
___	___	9. ¿Cómo buscar el mejor automóvil, nuevo o usado, para comprar?
___	___	10. ¿Seguridades y garantías?
___	___	11. ¿Fraude al consumidor, la protección del consumidor, y las quejas del consumidor?
___	___	12. ¿Hacer compras por catálogo o por correo?
___	___	13. ¿Cómo calcular el impuesto de venta?
___	___	14. ¿Cómo contar cambio?
___	___	15. ¿Cómo establecer crédito?
___	___	16. ¿Cómo prestar dinero, y los tipos de préstamos que Ud. puede considerar?
___	___	17. ¿Abrir una cuenta de cheques, escribir cheques, y balancear el libro de cheques?
___	___	18. ¿Cómo calcular la tasa de interés en un préstamo?
___	___	19. ¿Las cuentas de ahorro?
___	___	20. ¿Comprar seguros de vida, de propietario (dueño de casa), de carro, y de alquiler?
___	___	21. ¿Tipos de propaganda que emplean ciertos negocios, incluyendo técnicas ilegales o engañosas?
___	___	22. ¿Acuerdos de venta y contratos?
___	___	23. ¿Maneras de conservar la energía?

LA ECONOMÍA DEL CONSUMIDOR (CONTINUED)

SÍ NO

___ ___ 24. ¿Las cuentas de las empresas de servicio público?

___ ___ 25. ¿El mantenimiento del automóvil?

_____

_____

_____

_____

EL GOBIERNO Y LA LEY

SÍ	NO		Quiere Ud. aprender más acerca de:
___	___	1.	¿La constitución de los Estados Unidos y cómo le afecta a Ud.?
___	___	2.	¿Cómo inscribirse para votar y cómo usar la máquina de votar?
___	___	3.	¿Los partidos políticos de este país?
___	___	4.	¿Cómo funciona su gobierno local y cómo le puede ayudar a Ud.?
___	___	5.	¿Cómo funciona el sistema de cortes?
___	___	6.	¿Sus derechos legales si la policía le detiene a Ud.?
___	___	7.	¿Cómo, cuándo, y dónde obtener ayuda legal?
___	___	8.	¿Crímenes que son delitos de mayor cuantía, y los que son delitos menores?
___	___	9.	¿Cómo poner un pleito o demandar por daños?
___	___	10.	¿La diferencia entre un comparecimiento y una citación?
___	___	11.	¿Documentos legales como licencias de casamiento, certificados de nacimiento y muerte, y testamentos?
___	___	12.	¿Cómo llenar los formularios de declaración de impuestos del estado?
___	___	13.	¿Cómo llenar los formularios de declaración de impuestos federales?
___	___	14.	¿Cómo el gobierno gasta el dinero que cobra de los impuestos?
___	___	15.	¿Los poderes del Presidente de los Estados Unidos?
___	___	16.	¿Cómo se formulan las leyes?
___	___	17.	¿Los poderes y la estructura del Congreso?
___	___	18.	¿La Corte Suprema?
___	___	19.	¿Cómo solicitar sus beneficios de Seguro Social?
___	___	20.	¿Cómo escribir una carta a sus representantes?

_____

_____

_____

_____

LA SALUD Y LA SEGURIDAD

SÍ	NO	Quiere Ud. aprender más acerca de:
___	___	1. ¿Cómo darse cuenta de que una persona está enferma, y dónde buscar ayuda médica?
___	___	2. ¿El uso y los efectos secundarios de ciertos medicamentos?
___	___	3. ¿El cuidado de la persona enferma en su casa?
___	___	4. ¿Las vacunas que ayudan a los niños a combatir las enfermedades?
___	___	5. ¿Cómo planear comidas completas y nutritivas?
___	___	6. ¿El tratamiento dental?
___	___	7. ¿Primeros auxilios básicos?
___	___	8. ¿Cómo prevenir accidentes y golpes en su hogar?
___	___	9. ¿El planeamiento de la familia y los métodos anticonceptivos?
___	___	10. ¿El embarazo y cuidado prenatal?
___	___	11. ¿El cuidado de los bebés y los niños?
___	___	12. ¿El comportamiento del adolescente?
___	___	13. ¿Los síntomas y el tratamiento de la enfermedad venérea?
___	___	14. ¿El alcohol y sus efectos?
___	___	15. ¿Los problemas asociados con el uso abusivo de las drogas?
___	___	16. ¿Cómo darse cuenta de que alguna persona tiene problemas emocionales, como depresión, y dónde encontrar ayuda profesional?
___	___	17. ¿Los efectos del fumar?
___	___	18. ¿Los síntomas del cáncer?
___	___	19. ¿Las señales y el tratamiento de diabetes, enfermedades del corazón, etc.?
___	___	20. ¿Los seguros de salud?

_____

_____

_____

ASUNTOS DEL TRABAJO

SI	NO		Quiere Ud. aprender más acerca de:
___	___	1.	¿Los intereses y las necesidades de trabajo?
___	___	2.	¿Ayuda vocacional que Ud. puede encontrar en su ciudad?
___	___	3.	¿La diferencia entre el BES y las agencias de empleo privadas?
___	___	4.	¿Cómo usar los anuncios de trabajo en el periódico?
___	___	5.	¿Cómo escribir una carta de solicitud de empleo?
___	___	6.	¿Cómo buscar empleo por teléfono?
___	___	7.	¿Cómo escribir un resumé?
___	___	8.	¿Cómo llenar una solicitud de trabajo y la forma W-4?
___	___	9.	¿Cuáles son las características que busca un entrevistador de sus empleados?
___	___	10.	¿Cómo prepararse para una entrevista de trabajo?
___	___	11.	¿Cuáles cosas Ud. debe de preguntar del entrevistador?
___	___	12.	¿Los beneficios de empleo, como los seguros de salud y de vida, las vacaciones los días de enfermedad, y la jubilación?
___	___	13.	¿Las leyes de salario mínimo?
___	___	14.	¿Cómo llenar un formulario de Seguro Social?
___	___	15.	¿Las deducciones sacadas de su sueldo cada semana?
___	___	16.	¿La función de los sindicatos?
___	___	17.	¿Qué significa "equal opportunity employer"?
___	___	18.	¿Qué son los buenos hábitos de trabajo desde el punto de vista del jefe?
___	___	19.	¿Cómo tratar con su jefe, los otros trabajadores, y las situaciones difíciles en el trabajo?
___	___	20.	¿Cómo las leyes en contra de la discriminación le afectan a Ud.?

_____

_____

_____

LƯỢNG ĐỊNH NHU CẦU VỀ SỰ HIỂU BIẾT PHỔ THÔNG CỦA NGƯỜI LỚN (*)

ADULT PERFORMANCE LEVEL
NEEDS ASSESSMENT SURVEY*
(Vietnamese Version)

TÊN HỌ HỌC VIÊN : _____

NGÀY SANH : _____ PHÁI : _____

NGÔN NGỮ BẢN XỨ : _____

CÁCH TRẢ LỜI CÂU HỎI :

Mục-đích của những câu hỏi sau là nhằm xác-định những vấn-đề nào bạn muốn biết rõ hơn. Xin điền vào những câu hỏi trong tập này :

1. Xin đọc tất cả các câu hỏi ở trang 2, Những phương-tiện sẵn có tại địa-phương.
2. Nếu bạn muốn tìm hiểu thêm về vấn-đề nào xin ghi dấu thập ở cột "CÓ".
3. Nếu bạn không quan-tâm đến vấn-đề nào, xin ghi dấu thập ở cột "KHÔNG".
4. Nếu bạn có vấn-đề gì khác muốn tìm hiểu, xin ghi vào khoảng trống sau câu hỏi 20.
5. Khi bạn đã điền xong trang 2, xin tiếp tục điền như thế ở những trang 3 đến 6.
6. Sau cùng, xin bạn hãy đọc lại từng trang và ghi số thứ tự ưu-tiên cho những vấn-đề bạn cần tìm hiểu, hãy dùng số thứ-tự ưu-tiên từ một (1) đến năm (5) tùy theo tính chất quan-trọng của vấn-đề.

_____

Chữ ký của Giáo-viên/Cố-vấn/Giáo-viên tư Ngày

(*) Soạn-thảo bởi Janet Graham, Allegheny I.U.3, theo tài-liệu "Life Skills Survey" do Sherry Royce, Lancaster-Lebanon I.U. 13, biên soạn.

NHỮNG PHƯƠNG-TIỆN SẴN CÓ TẠI ĐỊA-PHƯƠNG

CÓ	KHÔNG	Bạn có muốn tìm hiểu thêm về những vấn đề sau đây không?
____	____	1. Xử-dụng những phương-tiện giải-trí (hồ tắm, công viên, bảo-tàng-viện, nhà hát, v.v...) trong địa-phương của bạn?
____	____	2. Trung-tâm thương-mại trong địa-phương của bạn?
____	____	3. Dịch-vụ xã-hội có sẵn tại địa-phương của bạn?
____	____	4. Những phương-tiện về bưu-cục?
____	____	5. Thư-viện công-cộng ?
____	____	6. Trung-tâm giữ trẻ trong địa-phương của bạn?
____	____	7. Xử-dụng điện-thoại khẩn-cấp trong trường-hợp hỏa-hoạn, bị bịnh-hoạn, tai-nạn, bị trúng độc, v.v...?
____	____	8. Cách xử-dụng bản đồ công-lộ?
____	____	9. Cách dành phòng ở khách sạn?
____	____	10. Cách đọc bản chỉ giờ và lộ-trình xe buýt, tàu hỏa, hoặc máy bay?
____	____	11. Cách tính khoảng-cách (tính bằng dặm)?
____	____	12. Cách mua vé qua bưu-điện hoặc điện-thoại?
____	____	13. Luật và điều-lệ lưu-thông?
____	____	14. Bảng hiệu và đèn báo-hiệu trên công-lộ?
____	____	15. Cách lái xe trong thời-tiết đặc-biệt?
____	____	16. Cách thi vấn-đáp và lấy bằng lái xe?
____	____	17. Kiểm-soát và đăng-ký xe?
____	____	18. Cách dùng điện-thoại niên-giám?
____	____	19. Cách viết quảng-cáo đăng trên báo?
____	____	20. Cách tính giờ giấc từng vùng, khoảng thời-gian ngày dài hơn đêm, và thời-gian khác biệt để di-chuyển từ vùng nầy sang vùng khác ở Hoa-Kỳ?

KINH TẾ CHO NGƯỜI TIÊU THỤ

CÓ	KHÔNG	Bạn có muốn tìm hiểu thêm về những vấn-đề sau đây không?
____	____	1. Cách soạn ngân-sách gia-đình hoặc cá-nhân?
____	____	2. Mua thực-phẩm một cách khéo-léo?
____	____	3. Cách tính giá từng đơn-vị?
____	____	4. Cách so-sánh các món hàng khi mua sắm?
____	____	5. Mua sắm những đồ dùng đắt tiền như máy vô-tuyến truyền-hình hoặc tủ lạnh?
____	____	6. Cách do để mua sắm thẩm hoặc mãn?
____	____	7. Những phí-khoản khi mua nhà?
____	____	8. Cách thuê nhà và ký giao-kèo thuê nhà?
____	____	9. Cách mua 1 chiếc xe mới hoặc đã dùng rồi?
____	____	10. Sự bảo-đảm và bảo-lãnh?
____	____	11. Gian-lận của người tiêu-thụ, bảo-vệ cho người tiêu-thụ và những than-phiền của người tiêu-thụ?
____	____	12. Đặt mua hàng theo sách mẫu (catalog) hoặc qua bưu-chính?
____	____	13. Cách tính thuế lời-tức?
____	____	14. Cách tính tiền thối hoặc tiền xu?
____	____	15. Tham gia và xử-dụng những phương-tiện mua thiếu?
____	____	16. Thể-thức vay tiền và các loại cho vay?
____	____	17. Mở trương-mục vãng-lai, ký chi phiếu và thanh-toán sổ chi phiếu?
____	____	18. Cách tính phí-tổn về tiền lãi?
____	____	19. Trương-mục tiết-kiệm?
____	____	20. Mua bảo-hiểm nhân-mạng, nhà mua, nhà thuê và xe?
____	____	21. Thể-thức quảng-cáo, kể cả mánh-khóe trái phép và lường gạt?
____	____	22. Khế-ước và giao-kèo mua bán?
____	____	23. Cách tiết-kiệm năng-lượng và nhiên-liệu?
____	____	24. Hóa-đơn chi-phí về những tiện-nghi trong nhà?
____	____	25. Cách bảo-trì xe?

CHÍNH QUYỀN VÀ LUẬT PHÁP

CÓ	KHÔNG	Bạn có muốn tìm hiểu thêm về những vấn-đề sau đây không?
____	____	1. Bản hiến-pháp Hoa-kỳ và ảnh-hưởng của nó đối với bạn?
____	____	2. Cách ghi tên bỏ phiếu và cách xử-dụng máy bỏ phiếu/ Cách bỏ phiếu kín.
____	____	3. Những đảng chính-trị của Hoa-Kỳ?
____	____	4. Cách điều-hành chánh-quyền địa-phương và chính-quyền này có thể giúp-đỡ bạn như thế nào?
____	____	5. Hệ-thống tòa-án được tổ chức như thế nào?
____	____	6. Nếu bạn bị bắt giữ bạn có được những quyền hạn pháp-lý nào?
____	____	7. Cách nào, khi nào và tại đâu bạn có thể xin được sự giúp-đỡ về pháp-lý?
____	____	8. Tội-phạm nào được coi là trọng-tội hoặc khinh-tội?
____	____	9. Cách-thức kiện 1 cá-nhân hoặc 1 công-ty?
____	____	10. Sự khác biệt giữa trát đòi hầu tòa và giấy mời của tòa?
____	____	11. Những chứng-từ pháp-lý như tờ di-chúc, tờ hôn-thú, giấy khai-sanh và khai-tử?
____	____	12. Cách điền tờ khai thuế lợi-tức liên bang?
____	____	13. Cách điền tờ khai thuế lợi-tức tiểu bang và địa-phương?
____	____	14. Chánh quyền xử-dụng tiền thu thuế như thế nào?
____	____	15. Quyền-hành của Tổng-thống Hoa-Kỳ?
____	____	16. Luật-pháp được cấu-tạo như thế nào?
____	____	17. Quyền-hành và sự tổ-chức của Quốc-Hội?
____	____	18. Tối-cao Pháp-viện?
____	____	19. Cách xin trợ-cấp về an -sinh xã-hội (hưu-bổng)?
____	____	20. Cách viết thơ cho những người đại-diện cho bạn (dân-biểu)?

_____

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_____

SỨC KHỎE VÀ SỰ AN-TOÀN

CÓ	KHÔNG	Bạn có muốn tìm hiểu thêm về những vấn-đề sau đây không?
____	____	1. Cách phát-giác người đau ốm và những nơi nào chữa trị?
____	____	2. Cách dùng và những phản-kháng của thuốc theo toa bác-sĩ và thuốc mua không cần toa?
____	____	3. Cách chăm nom bệnh nhân tại nhà?
____	____	4. Chích ngừa bệnh cho trẻ con?
____	____	5. Cách quân-bình những bữa ăn đúng tiêu-chuẩn?
____	____	6. Chăm sóc răng?
____	____	7. Tủ thuốc gia đình?
____	____	8. Cách ngăn-ngừa tai-nạn và thương-tích trong nhà bạn?
____	____	9. Kế hoạch hóa gia-đình và những phương-pháp ngừa-thai hữu-hiệu?
____	____	10. Thai nghén và cách săn-sóc trong thời-gian mang thai?
____	____	11. Trẻ con và cách săn-sóc chúng?
____	____	12. Phẩm-hạnh của lứa tuổi thanh-xuân?
____	____	13. Các triệu-chứng và cách chữa trị những bệnh thuộc bộ phận sinh-dục (VD : Veneral disease)?
____	____	14. Rượu mạnh và những tác-dụng của nó?
____	____	15. Những tai-hại của việc lạm dụng thuốc?
____	____	16. Cách phát-giác người gặp sự trái-ngang về tình cảm chẳng hạn như chán-nản hay thất-vọng, và làm thế nào để tìm được sự giúp đỡ của chuyên-viên tinh-thần-bệnh-học?
____	____	17. Những tai-hại của việc hút thuốc lá?
____	____	18. Những hiện-tượng nguy-hiểm của bịnh ung-thư?
____	____	19. Những hiện-tượng và cách chữa trị bệnh dái đường, bệnh tim v.v...?
____	____	20. Bảo-hiểm về sức khỏe?

_____

_____

_____

_____

HIỂU BIẾT VỀ NGHỀ NGHIỆP

CÓ	KHÔNG	Bạn có muốn tìm hiểu thêm về những vấn-đề sau đây không?
____	____	1. Những ích-lợi và cần-thiết về nghề-nghiệp của bạn?
____	____	2. Dịch-vụ hướng-dẫn và trắc-nghiệm nghề-nghiệp tại địa-phương của bạn?
____	____	3. Sự khác-biệt giữa BES (Bureau of Employment Security : Văn-phòng tìm việc của Chính-phủ) và những Sở tìm việc của tư-nhân?
____	____	4. Cách tìm hiểu những lời quảng-cáo trên báo tìm người giúp việc?
____	____	5. Cách viết đơn xin việc làm?
____	____	6. Cách tìm việc làm bằng điện-thoại?
____	____	7. Cách soạn-thảo lược giải cá-nhân và kinh-nghiệm nghề-nghiệp của bạn?
____	____	8. Cách điền đơn xin việc làm và mẫu W-4?
____	____	9. Người chủ mong đợi gì nơi người công-nhân mới?
____	____	10. Cách chuẩn-bị cho cuộc phỏng-vấn xin việc làm?
____	____	11. Những vấn-đề nào cần nên đề-cập với người có thể là chủ-nhân?
____	____	12. Những quyền-lợi nhân-công như bảo-hiểm sức-khoẻ và nhân-mạng, ngày nghỉ thường-niên, ngày nghỉ vì đau ốm và hưu-trí?
____	____	13. Luật-pháp về lương bổng tối thiểu?
____	____	14. Cách điền mẫu xin thẻ An-sinh Xã-hội?
____	____	15. Những khoản chiết-trừ trên số lương của bạn và số lương còn lại mang về?
____	____	16. Nhiệm-vụ của Liên-đoàn công-nhân?
____	____	17. "Cơ-hội đồng-đều cho công-nhân" có nghĩa là gì?
____	____	18. Những gì mà chủ-nhân coi là gương mẫu của một công nhân tốt
____	____	19. Cách đối phó với chủ-nhân, những công-nhân khác, và những trạng-huống nghề-nghiệp?
____	____	20. Luật-pháp chống kỳ-thị ảnh-hưởng tới bạn như thế nào?

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ສຳຣວດຄວາມຕ້ອງການ
ດ້ານຄວາມຮູ້ທົ່ວໄປຂອງຜູ້ໃຫຍ່ *

ADULT PERFORMANCE LEVEL
NEEDS ASSESSMENT SURVEY* (Lao Version)

ຊື່ນັກຮຽນ _____
ນາມສະກຸນ ຊື່

ວັນເດືອນປີເກີດ _____ , ເພດ _____

ພາສາບ້ານເກີດຂອງຕົນ _____

ວິທີຊ້ຳໜ້ຽງສ້ຳຄຳຖາມ :

ຈຸດປະສົງຂອງໜ້ຽງສ້ຳຄຳຖາມສະບັບນີ້ ກໍຄືຊ່ວຍໃຫ້ຮູ້ໄດ້ວ່າ ຂໍ້ຄວາມໃດແດ່ ທີ່ທ່ານຢາກຈະຮຽນຮູ້ຫລາຍກ່ວາ. ຈົ່ງກວດໜ້ຽງສ້ຳຄຳຖາມຕາມວິທີດັ່ງຕໍ່ລົງໄປນີ້:

1. ອ່ານຄຳຖາມທຸກຂໍ້ຈາກໜ້າທຳອິດ, ຈຸພ້ະຫລວມໃນຈົ່ງສັງເກດ.
2. ໃຫ້ໝາຍຕຶນກາເຂົ້າໃນຊ່ອງ "YES - ຢາກຮຽນ" ສຳຣັບຂໍ້ຄວາມໃດທີ່ທ່ານຢາກຈະຮຽນຮູ້ເພີ້ມເຕີ້ມ.
3. ສ່ວນຂໍ້ຄວາມໃດທີ່ທ່ານບ່ມີຄວາມສົນໃຈ ກໍໃຫ້ໝາຍຕຶນກາເຂົ້າໃນຊ່ອງ "NO - ບ່".
4. ມີຂໍ້ຄວາມໃດອື່ນຊ້ຳທ່ານຢາກຈະຮຽນຮູ້ນັ້ນ ໃຫ້ຂຽນເຂົ້າໃນຫວ່າງກ້ຽງຄຳຖາມຂໍ້ທ້ຳຍ.
5. ເມ້ືອສຸດໜ້າສຸດແລ້ວ ໃຫ້ດ່ານເມ້ັນຕໍ່ໄປໃນວິທີຖ້ວອ້ມກ່ວາສ້ຳເລັດຈາກໜ້ານ້ຳມ ເຖ້ິງໜ້າທ້ຳຍ.
6. ສຸດທ້ຳຍ ໃຫ້ອ່ານລ້ຳຕຶນໃນທຸກ 7 ໜ້ານ ແລະ ຈົ່ງຕ້ວເລ ຂ ແດງຄວາມສ້ຳຄັນເຖ້ິງຂໍ້ຄວາມຊ້ຳທ່ານຢາກຈະຮຽນຮູ້ນັ້ນ ໂດຽໃຊ້ຕ້ວເລ ຂ ຈ້ຳດັບສ້ຳຄັນ 1 ເຖ້ິງ 5!

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ຊ່ວຍເຫ້ືນຄູສອນ/ ຜູ້ຢ້ຽມຢ້ຳ/ ຄູສອນພິເສດ ວັນທ້ີ

* ດັດແປງໂດຽ Janet Graham, Allegheny I.U. 3, from the "Life Skills Survey" ປ້ຽນແປງໂດຽ Sherry Royce, Lancaster-Lebanon I.U. 13.

ຫຼັກສະກອນໃນວົງສັງຄົມ

ຢ່າງ	ບໍ່	ຢ່າງຈະສຸມສຸ້ເພີ່ມເຕີມໃນດ້ານ:
—	—	1. ການໃຊ້ພາສາ ແລະ ທ່າທາງ ຄວາມ ຫລີ້ນ ແລະ ລັກເລິ (ອ່ານ ລຸ ນ້ຳ, ສອນສາສະໜາ, ທຳພິທີ ຫນັ, ໂຮງ ໜັງ ແລະ ອື່ນ ໆ) ໃນ ທ້ອງ ຖິ່ນ ບ່ອນ ທ່ານ ຢູ່ ?
—	—	2. ສູນ ການ ຄ້າ ໃນ ທ້ອງ ຖິ່ນ ບ່ອນ ທ່ານ ຢູ່ ?
—	—	3. ກ ອ ະ ການ ປະ ຊາ ສົງ ເຄາະ ທັ ສ ນ ຄ ະ ໃນ ທ້ອງ ຖິ່ນ ບ່ອນ ທ່ານ ຢູ່ ?
—	—	4. ພາ ສາ ນ ະ ແ ທ່ ງ ການ ໄ ປ ສ ະ ນ ີ ?
—	—	5. ຫ ໍ ປ ະ ຊ າ ສ ມ ຸ ດ ?
—	—	6. ສູນ ຮັ ກ ສ າ ເ ດ ັ ກ ໃ ນ ຖ ິ ່ ນ ຂ ອ ງ ທ ່ ານ ?
—	—	7. ການ ໃ ຊ ້ ໄ ຫ ະ ສ ັ ບ ເ ວ ລ າ ມ ີ ການ ສ ຸ ກ ເ ສ ີ ນ ຄ ື ເ ກ ີ ດ ໄ ຟ ໄ ໝ ້ , ເ ຈ ັ ບ ໃ ຂ ້ , ເ ກ ີ ດ ອ ຸ ປ ະ ຕ ິ ເ ຫ ດ , ຖ ກ ພ ິ ດ ເ ປ ັ ນ , ແ ລ ະ ອ ື ່ ນ ໆ ?
—	—	8. ວິ ທ ີ ໃ ຊ ້ ແ ຜ ນ ທ ີ ່ ຖ ມ ັ ນ ທ ລ ອ ງ ?
—	—	9. ວິ ທ ີ ຈ ່ ອ ງ ທ ້ ອ ງ ໃ ນ ໂ ຮ ງ ແ ຮ ມ ຕ ່ າ ງ ໆ ?
—	—	10. ວ ິ ທ ີ ໃ ຊ ້ ຕ າ ເ ຕ ລ າ ງ ລ ຽ ງ ການ ນ ິ ມ ສ ັ ງ ທ ່ ງ ຣ ົ ດ ເ ມ , ຣ ົ ດ ໄ ຟ , ຫ ລ ື ທ ່ ງ ອ າ ກ າ ດ ?
—	—	11. ວ ິ ທ ີ ຊ ອ ກ ຫ າ ໄ ລ ຍ ะ ເ ຫ ັ ນ " ໄ ກ ?
—	—	12. ວ ິ ທ ີ ຖ ະ ຫ ນ ົ ນ ໃ ຊ ້ ທ ່ ງ ໄ ປ ສ ะ ນ ี ຫ ລ ื ໄ ຫ ะ ສ ั ບ ?
—	—	13. ກ ົ ດ ແ ລ ะ ร ะ ບ ຽ ບ ການ ຈ ร ะ จ ร ม ?
—	—	14. ເ ຄ ื ่ ง ห ม ุ ง ແ ล ะ ไ ฟ ส ั น ย ะ ม ะ ย ั ม ก ุ ม ั น ท ล อ ง ?
—	—	15. ການ ຂ ับ ร ถ ເ ວ ล า อ า ก า ด บ ่ อ ่ า ม อ ุ ่ ?
—	—	16. ວ ิ ท ี ข ่ ไ ป ข ั บ ข ี ่ ?
—	—	17. ການ ก อ ด แ ล ะ ล ้ ง ห ะ ข ุ ม ร ถ ?
—	—	18. ວ ิ ท ี ใ ช ้ ย ื น ไ ห ร ะ ส ั บ ?
—	—	19. ວ ิ ท ี ข ุ ม เ น ื ้ อ ค ว า ม ใ ด ส ม า ล ุ ่ ม ใ น ห น ั ง ส ื พ ิ ม ?
—	—	20. ວ ิ ท ี ช ุ ด ห า เ ว ล า แ บ ่ ง เ ว ล า , ย า ม ใ ด ก า ย ั น ย า ว ก ว ่ า ก า ย ต ิ ม , แ ล ะ เ ว ล า เ ด ิ น ท า ง ใ น ส ะ ห า ร ั ก ?

ເລື່ອງກ່ຽວກັບຜູ້ບໍລິໂພກ

ຢາກ	ບໍ່	ຢາກຈະຍົກຣະດັບເພີ່ມເຕີມໃນດ້ານ:
—	—	1. ຈັດງົບປະມານທີ່ຫັ້ສອບຄົ້ນ ຫລືທີ່ຫັ້ບຸກຄົນ ?
—	—	2. ຄວາມສະລາດໃນ ການຊື້ຮາຫານ ?
—	—	3. ວິທີຊອກຫາຣາຄາແຕ່ລະຮ້ານ ?
—	—	4. ການຊື້ເຄື່ອງໃຊ້ທີ່ປຸ່ງຫຸ້ວ ?
—	—	5. ການຊື້ເຄື່ອງໃຊ້ສ່ວນຕົວ ເຊັ່ນ ເຄື່ອງໂກນຫນວດ ຫລືເຄື່ອງສຳອາງ ?
—	—	6. ການວັດແທກເພື່ອຊື້ຜ້າປູພົ້ນ ເຮືອນ ຫລືຜ້າກັ້ງ ?
—	—	7. ລາຍຈ່າຍຕ່າງ ໆ ໃນ ການຊື້ເຮືອນ ?
—	—	8. ການເຊົ່າ ເຮືອນ ແລະ ເງິນຂ້ຳປັນຍາ ?
—	—	9. ວິທີ ຊື້ຣົດໃຫ່ມ ຫລື ຣົດເກົ່າ ?
—	—	10. ການ ຈັບ ຈ່ຳ ແລະ ການ ປະກັນ ?
—	—	11. ການ ລົກລ້ຽງ, ຫ້ຳ ກັນ ແລະ ຕ່ຳ ວ່າ ຂອງ ຜູ້ ບໍ ລິ ໂພກ ?
—	—	12. ການ ຫຼີ ກ ເວ ້ ຈາກ ປ ັ ນ ແປ ງ ຫ ລ ື ໂ ຄ ງ ທ າ ງ ປ ະ ຊ ຸ ມ ?
—	—	13. ວິທີ ໄ ລ ່ ຫ າ ຊ ່ ວ ຍ ກ ານ ຄ ້ ໍ ?
—	—	14. ວິ ທ ີ ໄ ລ ່ ເ ງ ິ ນ ທ ອ ນ ຫ ລ ື ເ ງ ິ ນ ຫ ັ ດ ?
—	—	15. ການ ຊ ື ້ ເ ຊ ື ່ ອ ?
—	—	16. ການ ກ ຢ ັ ນ ເ ງ ິ ນ ແ ລ ະ ຖ ອ ນ ຄ ນ ກ ານ ກ ູ ້ ?
—	—	17. ການ ເ ປ ີ ດ ເ ຊ ັ ກ ກ ິ ງ ຫ ັ ກ ຄ ວ ນ ໃ ນ ທ ນ ະ ຄ ານ, ວ ິ ທ ີ ຝ າ ກ ຖ ອ ນ ໄ ຫ ເ ຊ ັ ກ ແ ລ ະ ກ ານ ໄ ລ ່ ເ ງ ິ ນ ເ ຊ ັ ກ ?
—	—	18. ການ ໄ ລ ่ ล ่ า ก ่ า ไ ล ?
—	—	19. ການ ທ ຶ ນ ເ ງ ິ ນ ໃ ນ ທ ນ ະ ຄ ານ ?
—	—	20. ການ ຊ ື ้ ປ ะ ກ ັ ນ ช ี ว ิ ต, เ ร ื อ น เ ร ื ื อ น ช ื ้ แ ล ะ ร ถ ย น ต ์ ?
—	—	21. ເ ຮ ັ ດ ກ ານ ໂ ຄ ສ ນ າ ພ ັ ດ ທ ັ ง เ ท ั ส น ิ ย ม ผ ิ ด ก ฎ ห ม า ย ห ร ื อ ท ำ ก า ร ผ ิ ด พ ล า ด ?
—	—	22. ຂ ้ ໍ ต ก ล ง แ ล ะ ส ั ญ ญ า ใ น ก า ร ซ ื ้ อ ข า ย ?
—	—	23. ວ ิ ธ ี ป ะ ย ั ด ใ น ห ้ ำ แ ล ะ เ ว ล ้ า เ ห ็ น ต ่ า ง ๆ ?
—	—	24. ลายจ่ายประจำ ในเรือน (ยกเว้นการซื้อสำหรับ) ?
—	—	25. ການ ร ัก ส า ร ถ ?

ຣັຖທຳມະນູນ ແລະ ກົດໝາຍ

ປາກ ບ່

ປາກຈະຖາມຜູ້ເພີ່ມເຕີ່ມໃນດ້ານ:

1. ຣັຖທັມະນຸນ ຂອງ ສະຫາຣັຖ ແລະ ພົນລະເມືອງ ມີສ່ວນພົວພັນ ກ່ຽວ ທ່ານ ແຕ່ ຢ່າງ ໃດ ?
2. ການຈັດ ຕັ້ງ ເພື່ອ ປ້ອງ ກັນ ແລະ ວິທີ ໃຊ້ ເຄື່ອງ ປ້ອງ ກັນ ?
3. ພັກ ການ ເມືອງ ?
4. ໜ້າ ທີ່ ຂອງ ຣັຖ ບານ ແລະ ຣັຖ ບານ ຈະ ຊ່ວຍ ທ່ານ ໄດ້ ແນວ ໃດ ?
5. ຣະ ບົບ ການ ສານ ?
6. ສິດ ທິ ຂອງ ທ່ານ ທີ່ ຖືກ ຕາມ ກົດ ໝາຍ ເມື່ອ ຖືກ ຈັບ ?
7. ວິທີ ໃດ, ເມື່ອ ໃດ ແລະ ຢູ່ ໃສ ທີ່ ຈະ ຫາ ການ ຊ່ວຍ ເຫລືອ ດ້ານ ກົດ ໝາຍ ໄດ້ ?
8. ອາ ລະ ຍາ ກັນ ໃດ ແດ່ ທີ່ ຖືວ່າ ຜິດ ກົດ ຫລື ເບົ່າ ?
9. ວິທີ ຟ້ອງ ບຸກ ຄົນ ຫລື ບໍ ຣິ ສັດ ?
10. ການ ແຕກ ຕ່າງ ຣະ ຫວ່າງ ສານ ສູງ ແລະ ໝາຍ ເຫດ ຂອງ ສານ ?
11. ໜັງ ສື ຖືກ ຕ້ອງ ຕາມ ກົດ ໝາຍ ເຊັ່ນ ໃບ ມໍ ຣະ ດົກ, ໜັງ ສື ເຮືອ ເມືອ, ໜັງ ສື ການ ເກີດ ແລະ ຕາ ?
12. ການ ຂຸມ ເຂົ້າ ແບບ ເສັ້ ຊ່ວຍ ລາ ໄດ ທີ ໃຫ້ ຣັຖ ບານ ການ ?
13. ການ ຂຸມ ເຂົ້າ ແບບ ເສັ້ ຊ່ວຍ ລາ ໄດ ທີ ໃຫ້ ຣັຖ ບານ ຣັຖ ຫລື ກົ ຂອງ ຕົ ?
14. ຣັຖ ບານ ຈະ ໃຊ້ ເງິນ ຊ່ວຍ ໃຜ ທ່ານ ຮູ ໃດ ?
15. ສິດ ທິ ຂອງ ປະ ທານ ປະ ທິ ແຫ່ງ ສະ ຫະ ຣັຖ ອາ ເມ ຣິ ກາ ?
16. ວິທີ ປະ ກອບ ກົດ ໝາຍ ?
17. ສິດ ທິ ແລະ ຣະ ບົບ ການ ສານ ສານ ອາ ລອງ ?
18. ສານ ສູງ ສຸດ ?
19. ວິທີ ຂໍ ການ ຊ່ວຍ ເຫລືອ ເມື່ອ ເຖົ້າ ແກ່ ?
20. ວິທີ ຂຸມ ຈັດ ໝາຍ ເຖົ້າ ຜູ້ ແທນ ຂອງ ທ່ານ ?

สุขภาพและความปลอดภัย

ยินยอม	ปฏิเสธ	ปรึกษาเพื่อรู้เพิ่มเติมในด้าน:
—	—	1. เรื่องใดจะสื่อให้ผู้ป่วยเข้าใจ และจะขอความช่วยทางแพทย์ได้อย่างไร?
—	—	2. การใช้ยาตามใบสั่งแพทย์ หรือซื้อยากินเอง และอาการต่างๆ อาจจะเกิดขึ้น?
—	—	3. การรักษาความเจ็บป่วยที่บ้าน?
—	—	4. การสัมผัสกับโรคต่างๆ ในเด็ก?
—	—	5. การจัดอาหารให้ถูกต้อง?
—	—	6. การรักษาแผล?
—	—	7. ยาที่ประจำบ้าน?
—	—	8. วิธีช่วยป้องกันอุบัติเหตุและบาดเจ็บในบ้าน?
—	—	9. การวางแผนครอบครัวและวิธีคุมกำเนิดที่ได้ผล?
—	—	10. การตั้งครรภ์และการรักษาในยามตั้งครรภ์?
—	—	11. การรักษาเด็ก?
—	—	12. การปฏิบัติของผู้ชายหนุ่มสมัย?
—	—	13. อาการต่างๆ และการยืนยันของอาการแสดงของการตั้งครรภ์?
—	—	14. เหงือกและฟันอื่นๆ จากการกินเหงือก?
—	—	15. ปัญหาต่างๆ ในการตกขาว?
—	—	16. เรื่องใดที่ใครเพื่อรู้ว่าคนเรามีปัญหาด้านจิตใจเช่นมีการเสียชีวิต, และจะหาการช่วยเหลือได้จากใคร?
—	—	17. ฟันอื่นในการสูบยา?
—	—	18. อาการอันตรายของพยาธิแคมเปี?
—	—	19. อาการและการยืนยันของพยาธิย่อหลอดและพยาธิหัวใจ, และอื่นๆ?
—	—	20. การประกันสุขภาพ?

ຄວາມຮູ້ໃນວຽກງານ

ຢາກ	ບໍ່	ຢາກຈະຮຽນຮູ້ເພີ່ມເຕີມໃນດ້ານ :
—	—	1. ຄວາມສົນໃຈ ແລະ ຕ້ອງການເຖິງໜ້າວຽກໃດສະເພາະ ?
—	—	2. ການຫັດຖະກຳ ແລະ ປຶກສາດ້ານອາຊີບໃນກຸ່ມຂອງທ່ານ ?
—	—	3. ຄວາມແຕກຕ່າງລະຫວ່າງພະແນກການຈັດຫາງານ ຂອງລັດບານ ແລະ ໜ່ວຍງານຫາງານຂອງເອກະຊົນ ?
—	—	4. ວິທີຊອກຫາງານໃນໜັງສືພິມ ?
—	—	5. ວິທີຂຽນຄຳຮ້ອງຂໍງານ ?
—	—	6. ວິທີຂໍງານໂດຍທາງໂທລະສັບ ?
—	—	7. ວິທີຂຽນລາຍການເບື້ອງຫລັງ ແລະ ງານໄດ້ເຮັດມາແລ້ວ ?
—	—	8. ການຂຽນເວົ້າແບບຂໍງານ ແລະ ແບບ W-4 ?
—	—	9. ນາຍຈ້າງຈະຫລັ່ງໄຫຼແຕ່ຈາກລູກຈ້າງຄົນໃໝ່ ?
—	—	10. ຄວບເຮັດຫຍັງເພື່ອຕ່ຳນພ້ອມໃນການສຳພາດງານ ?
—	—	11. ຕ້ອງຖາມຫຍັງແດ່ເຖິງຜູ້ວ່າຈະເປັນນາຍຈ້າງ ?
—	—	12. ສິດທິຈະໄດ້ຮັບຈາກການເປັນລູກຈ້າງ ເຊັ່ນ ປະກັນສຸກພາບແລະຊີວິດ, ວັນພັກປະຈຳປີ, ວັນພັກຜ່ອນ, ແລະການອອກຈາກວຽກເປັນບຳນານ ?
—	—	13. ກົດໝາຍວ່າດ້ວຍຄ່າຈ້າງຕ່ຳສຸດ ?
—	—	14. ວິທີຂຽນເວົ້າໄຍຄຳຮ້ອງຂໍນຳເຈົ້າປະຈຳເຄາະ ?
—	—	15. ການຫັກເງິນເດືອນ ແລະ ເງິນເດືອນຍັງເຫລືອເມື່ອຍັ້ມ ?
—	—	16. ໜ້າທີ່ຂອງສະຫະພັນການຄ້າ ?
—	—	17. ຄຳວ່າ "ນາຍຈ້າງໃຫ້ໂອກາດສະເໝີພາບ" ມີຄວາມໝາຍຢ່າງໃດ ?
—	—	18. ແມ່ນຫຍັງແດ່ທີ່ນາຍຈ້າງຖືວ່າ ມີຄຸນສົມບັດເຮັດວຽກດີ ?
—	—	19. ການປະເຊີນກັບນາຍຈ້າງ, ລູກຈ້າງຄົນອື່ນ, ແລະ ສະພາບວຽກການ
—	—	20. ກົດໝາຍວ່າດ້ວຍການຫ້າມແບ່ງແຍກ (anti-discrimination) ຈະຊ່ວຍທ່ານໄດ້ແນວໃດ ?

ស្ទង់មើលការចេះដឹងរបស់ពលរដ្ឋ
តម្រូវឱ្យមានសម្រាប់ការងារ

ADULT PERFORMANCE LEVEL
NEEDS ASSESSMENT SURVEY*
(Cambodian Version)

ឈ្មោះអ្នកសម្ភាស . . . . . ថ្ងៃទី . . . . . ខែ . . . . . ឆ្នាំ . . . . .

ទីកន្លែងសម្ភាស . . . . . ភេទ . . . . . .

ការងារបច្ចុប្បន្ន . . . . . .

<u>ការណែនាំសម្រាប់ការសម្ភាសន៍</u> :

ដោយមានការសន្មតថាអ្នកឆ្លើយសំណួរនេះ គឺជាមនុស្សពេញវ័យ ដែលមានការងារធ្វើ ឬកំពុងស្វែងរកការងារធ្វើ ដូចនេះសំណួរទាំងអស់ត្រូវបានរៀបចំឡើងដើម្បីជួយដល់ការងារនេះ ។

១. សូមអានសំណួរទាំងអស់ដែលមានក្នុងបញ្ជីនេះ ដោយប្រុងប្រយ័ត្ន ដើម្បីធានាថាអ្នកបានយល់ច្បាស់ ។

២. បើអ្នកឆ្លើយសំណួរណាមួយត្រូវ សូមបង្ហាញដោយគត់ ឈ្មោះក្នុងជួរ "ចាស" ។

៣. បើសិនជាអ្នកឆ្លើយខុស សូមបង្ហាញដោយគត់ ឈ្មោះក្នុងជួរ "ទេ" ។

៤. បើអ្នកឆ្លើយមិនច្បាស់ ឬមិនដឹងពីចម្លើយ សូមគូសគត់ឈ្មោះក្នុងជួរ "មិនដឹង" ។

៥. បើសិនជាអ្នកបានបង្ហាញចំណុចត្រឹមត្រូវ ដោយ សូមបន្ថែមពិន្ទុ ១ ចំណុច ។

៦. ចំណាំ សូមអ្នកសាងើបឡើងវិញ នូវចំណុចដែលអ្នកឆ្លើយខុស ឬមិនច្បាស់ ដោយសារតែអ្នកមិនបានយល់ច្បាស់ ។ សូមធ្វើដូចនេះដែរ ចំពោះសំណួរដែលអ្នកមិនដឹងចម្លើយ ។

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* ការបកប្រែដោយ JANET GRAHAM, ALLEGHENY I.U.3 តាមរយៈការ "LIFE SKILLS SURVEY" ដែលបានបង្កើតដោយ SHERRY ROYCE, LANCASTER-LEBANON I.U. 13

មធ្យោបាយដែលអ្នកមាន ក្នុងតំបន់របស់អ្នក .

មាន	អត់	
		អ្នកចង់ដឹងចង់ឃើញអំពី :
—	—	១. ធ្វើដំណើរសម្រាប់ការងារ (ដូចជា៖ សំរាប់ធ្វើអាជីវកម្ម ដឹកជញ្ជូន ការងារក្នុង ទេសចរណ៍ ។ល។) ក្នុងតំបន់របស់អ្នក ។
—	—	២. ការចំណាយក្នុងតំបន់របស់អ្នក ។
—	—	៣. សម្ភារៈដែលមានក្នុងតំបន់របស់អ្នក ។
—	—	៤. ធ្វើដំណើរទៅកន្លែងផ្សេងៗ ។
—	—	៥. ការជាប់ឡានក្រុង ។
—	—	៦. បង្កើតអាជីវកម្មតូចៗក្នុងតំបន់របស់អ្នក ។
—	—	៧. ធ្វើដំណើរទៅកាន់ទីក្រុងធំៗដែលមានកន្លែងលក់ទំនិញដូចជា៖ ផ្សារ ទំនើប ផ្សារធំ ។ល។
—	—	៨. ទៅរៀបការនៅឆ្ងាយ ។
—	—	៩. ទៅរៀបការនៅក្នុងតំបន់ ។
—	—	១០. ទៅរៀបការដែលមានតារាភាពយន្តឬតារាចំរៀងល្បីៗដែលមកពីក្រុងធំៗ ដូចជា៖ ក្រុង (BUG) ជាដើម ។
—	—	១១. ទៅរៀបការដែលមានចម្ងាយឆ្ងាយ (MILES) ។
—	—	១២. ទៅរៀបការដែលមានពិធីកាន់តិចៗ ឬច្រើនៗ ដូចជា៖ ... តាមរយៈរៀបការនៅឆ្ងាយ ឬដោយមូលដ្ឋាន ។
—	—	១៣. ជួបជុំគ្នាក្នុងឱកាសបុណ្យ ។
—	—	១៤. សណ្ឋាគារនៅតំបន់ភ្នំដែលមានកន្លែងលំហែកាយ ។
—	—	១៥. ទៅរៀបការនៅកន្លែងណាក៏បានដែលមានភាពស្ងប់ស្ងាត់ (ដើមវិញ) ។
—	—	១៦. ទៅរៀបការនៅកន្លែងណាក៏បានដែលមានភាពសប្បាយ (ដូចនៅទីក្រុង) ។
—	—	១៧. ទីកន្លែងសំរាប់ធ្វើពិធីជប់លៀងការរៀបការ ។
—	—	១៨. ទៅរៀបការនៅក្នុងរដូវក្តៅ ឬរដូវត្រជាក់ ។
—	—	១៩. ទៅរៀបការនៅកន្លែងដែលមានទេសភាពស្រស់ស្អាត ។
—	—	២០. ទៅរៀបការនៅក្នុងតំបន់ណាមួយ ។ ដូចជាមានយន្តហោះដឹកអ្នកដំណើរ ឬមានផ្លូវថ្នល់ល្អ ដែលអាចធ្វើដំណើរទៅកាន់តំបន់ផ្សេងៗបានយ៉ាងងាយស្រួល ជាដើម ។

សម្ភាសន៍ជូនឲ្យអ្នកជាយអាយ

ឆ្លើយ	ទេ	អ្នកជាប់ពិន័យចំណាំអំពី :
—	—	១. ត្រូវរក្សាដីវត្ត ឬផ្ទះជួលឲ្យបានស្អាត ។
—	—	២. ចំណាយម្ហូបអាហារ ប៉ះពាល់ដល់ថវិកាខ្លួន ។
—	—	៣. ត្រូវបង់ថ្លៃទឹកភ្លើងប៉ុន្មាន ?
—	—	៤. ត្រូវប្រើប្រាស់ដោយប្រុងប្រយ័ត្នពេលចាំបាច់ ។
—	—	៥. ត្រូវចាំថា ត្រូវបង់ប្រាក់ជូនម្ចាស់ផ្ទះ ឬអ្នកមានសន្ធឹង ឬអ្នកដឹកនាំ ... ។
—	—	៦. ត្រូវរកស៊ីដើម្បីចាំបាច់តែសម្រាប់ប្រើប្រាស់ ។
—	—	៧. ត្រូវកំណត់ពេលវេលាចាំបាច់ផ្ទះ ។
—	—	៨. ត្រូវប្រុងប្រយ័ត្នទឹកភ្លើង និងភ្លើងឆេះផ្ទះ ។
—	—	៩. ត្រូវចាំបាច់ទង់ដង្គឹង ឬទង់ដង្គោល ។
—	—	១០. តាមការប្រើ ។
—	—	១១. រាល់ប្រាក់ដង្ហែរបាច់ ការតាមដាន់ក្នុងចាំបាច់ដែលការតាំងបង់ឲ្យ ។
—	—	១២. បញ្ហាចាំបាច់ចាំបាច់ តាមសេវាភៅ ឬតាមការប្រើប្រាស់ ។
—	—	១៣. ត្រូវប្រើតែចង្ក្រានសាំងដែលបានបង់ឲ្យ ។
—	—	១៤. ត្រូវបង់ប្រាក់ឈ្នួលឲ្យបានត្រឹមត្រូវ ។
—	—	១៥. ត្រូវរួមចំណែកជួយមធ្យោបាយចាំបាច់ ។
—	—	១៦. ត្រូវប្រើប្រាស់ ប្រាក់ និងប្រើតែតម្លៃប្រាក់ ។
—	—	១៧. បើកគណនេយ្យសន្សំ (CHECKING ACCOUNT) សម្រាប់ដាក់ប្រាក់ចេញចូលប្រើប្រាស់ភ្លាមៗ ។
—	—	១៨. ត្រូវប្រើតែតម្លៃប្រាក់ ។
—	—	១៩. បើកកម្មសិទ្ធិ / អ្នកគណនេយ្យសន្សំ ។
—	—	២០ ចំណាយជាប្រចាំត្រូវចាំបាច់ផ្ទះ ត្រូវចាំបាច់ប្រើ ។
—	—	២១. ត្រូវប្រាប់ដំណឹងពាក្យចាំបាច់ត្រូវប្រើតែលទ្ធផលត្រូវបានចាំបាច់ ជាតែត្រូវ ។
—	—	២២. កិច្ចព្រមព្រៀងចាំបាច់ដែលការតាំងបង់ឲ្យ ។
—	—	២៣. ត្រូវប្រើប្រាស់ដោយចាំបាច់ ។
—	—	២៤. សំបុត្រចាំបាច់ ។
—	—	២៥. ការធ្វើដំណើរក្នុងប្រទេស ។

ប្រធ្វើភាលនិងបញ្ចប់

ប្រាន	ទេ	
—	—	អ្នកចេះធ្វើដែរឬទេ ?
—	—	២. តើអ្នកធ្លាប់ធ្វើភាលដែរឬទេ ?
—	—	៣. តើអ្នកចង់ធ្វើភាលដែរឬទេ ?
—	—	៤. តើអ្នកចង់ធ្វើភាលនៅឯណា ?
—	—	៥. តើអ្នកចង់ធ្វើភាលនៅពេលណា ?
—	—	៦. តើអ្នកចង់ធ្វើភាលជាមួយនរណា ?
—	—	៧. តើអ្នកចង់ធ្វើភាលដើម្បីអ្វី ?
—	—	៨. តើអ្នកចេះលាងដែលជាមុនសិន ឬក៏ចេះលាបថ្នាំជាមុនសិន ?
—	—	៩. តើអ្នកចេះលាបថ្នាំបន្តិចម្តងៗ ឬក៏លាបច្រើនម្តង ?
—	—	១០. តើអ្នកចេះប្រើប្រាស់ប្រភេទថ្នាំណាខ្លះ ?
—	—	១១. តើអ្នកចេះប្រើប្រាស់ឧបករណ៍ដូចជាម៉ាស៊ីនកិនថ្នាំ ម៉ាស៊ីនលាបថ្នាំ ម៉ាស៊ីនកិនគែម ម៉ាស៊ីនប្រណាំង ?
—	—	១២. តើអ្នកចេះបំពេញសំបុត្រយកថ្នាំនៅឯណា ?
—	—	១៣. តើអ្នកចេះបំពេញសំបុត្រយកថ្នាំនៅពេលណា ?
—	—	១៤. តើអ្នកធ្លាប់ធ្វើភាលឲ្យក្រុមហ៊ុនណាខ្លះ ?
—	—	១៥. តើអ្នកចេះធ្វើភាលនៅឯណា ?
—	—	១៦. តើអ្នកចេះធ្វើភាលជាមួយនរណា ?
—	—	១៧. តើអ្នកចេះធ្វើភាលដើម្បីអ្វី ?
—	—	១៨. តើអ្នកចេះលាងដែលជាមុនសិន ឬក៏ចេះលាបថ្នាំជាមុនសិន ?
—	—	១៩. តើអ្នកចេះលាបថ្នាំបន្តិចម្តងៗ ឬក៏លាបច្រើនម្តង ?
—	—	២០. តើអ្នកចេះប្រើប្រាស់ប្រភេទថ្នាំណាខ្លះ ?

សុខភាពនិងសង្គម

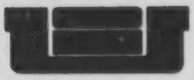
ប្រុស	ស្រី	
		តើអ្នកធ្លាប់ជួបប្រទះនឹងអំពើ :
		១. ទេ ធ្លាប់ តើដោយសារអ្វីបានជាអ្នកធ្លាប់ជួបប្រទះនឹងអំពើនេះ ?
		២. ទេ ធ្លាប់ តើអ្នកបានទៅប្តឹងនរណាម្នាក់ឬទេ ? ប្តឹងទៅនរណា ?
		៣. ទេ ធ្លាប់ តើអ្នកធ្លាប់ប្តឹងនរណា ?
		៤. ចាស់ជរាពេក
		៥. ទេ ធ្លាប់ តើអ្នកធ្លាប់ទៅប្តឹងនរណាដែរឬទេ ?
		៦. ចិត្តរសាយពេក
		៧. ព្រួយបារម្ភពេក
		៨. ទេ ធ្លាប់ តើអ្នកធ្លាប់ទៅប្តឹងនរណាដែរឬទេ ?
		៩. ធ្លាប់ តើអ្នកបានទៅប្តឹងនរណា ? តើលទ្ធផលយ៉ាងម៉ោង ?
		១០. មានតែម្នាក់ឯង ទេ ធ្លាប់ តើអ្នកធ្លាប់ទៅប្តឹងនរណាដែរឬទេ ?
		១១. ឈឺចាប់ ទេ ធ្លាប់ តើអ្នកធ្លាប់ទៅប្តឹងនរណាដែរឬទេ ?
		១២. ចង្វាស់ : សម្លឹងមើលមិនសូវឃើញ
		១៣. ឮមិនសូវច្បាស់ ទេ ធ្លាប់ តើអ្នកធ្លាប់ទៅប្តឹងនរណាដែរឬទេ ?
		១៤. ស្ទាក់ស្ទើរក្នុងការនិយាយ
		១៥. ប្លែកពីគេ ទេ ធ្លាប់ តើអ្នកធ្លាប់ទៅប្តឹងនរណាដែរឬទេ ?
		១៦. ការស្តាប់ដំបូន្មាន ការប្រឹក្សាយោបល់ ការណែនាំ ការអប់រំ ការបង្រៀន ការសិក្សាពីវប្បធម៌
		១៧. ទេ ធ្លាប់ តើអ្នកធ្លាប់ទៅប្តឹងនរណាដែរឬទេ ?
		១៨. ជំងឺមហារីក
		១៩. ជំងឺដែលមិនអាចព្យាបាលបាន (CANCER)
		២០. ជំងឺដែលមិនអាចព្យាបាលបានទាំងស្រុង ដោយសារតែខ្វះថវិកា
		២១. ការចាប់អារម្មណ៍ពីសុខភាព

ឈ្មោះ ____ ថ្ងៃ ____

អ្នកត្រូវធ្វើដូចខាងក្រោម ៖

1. ដាក់ប័ណ្ណសម្គាល់ខ្លួនរបស់អ្នក
2. ស្នើសុំការងារដែលអ្នកចង់បាន
3. ពិនិត្យមើលការងារដែលមានសម្រាប់អ្នក
4. ទៅជួបអ្នកដែលនឹងសម្ភាសអ្នក
5. ទៅជួបបេឡាធនាគារ
6. ទៅជួបនាយកដ្ឋានបុគ្គលិក
7. បំពេញទម្រង់ពន្ធ W-4
8. ទៅជួបនាយកដ្ឋានសុវត្ថិភាព
9. ទៅជួបនាយកដ្ឋានបណ្តុះបណ្តាល
10. ទៅជួបនាយកដ្ឋានបុគ្គលិក
11. ទៅជួបនាយកដ្ឋានបុគ្គលិក
12. ទៅជួបនាយកដ្ឋានបុគ្គលិក
13. ទៅជួបនាយកដ្ឋានបុគ្គលិក
14. ទៅជួបនាយកដ្ឋានបុគ្គលិក
15. ទៅជួបនាយកដ្ឋានបុគ្គលិក
16. ទៅជួបនាយកដ្ឋានបុគ្គលិក
17. ទៅជួបនាយកដ្ឋានបុគ្គលិក
18. ទៅជួបនាយកដ្ឋានបុគ្គលិក
19. ទៅជួបនាយកដ្ឋានបុគ្គលិក
20. ទៅជួបនាយកដ្ឋានបុគ្គលិក

(AIU use)



Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL PRE-TEST:

COMMUNITY RESOURCES

English Version

Student's Name _____
Last First Middle

Date of Birth _____ Sex _____

Native Language _____

Date _____ Score _____

Scorer's Name _____

COMMUNITY RESOURCES

1. Mr. Purcell wants to go to the theater in the evening. What is the cheapest kind of ticket that he can buy?

1979-1980 SEASON

Single Ticket Prices	Section A/B	Section C
Thursday, Saturday, and Sunday Matinees, 2 p.m.	$ 6.00	$ 4.00
Monday, Tuesday, and Thursday, 8 p.m.	$ 9.50	$ 6.50
Friday and Saturday, 8:30 p.m.	$10.50	$ 7.50

A. Matinees, Section A/B
B. Matinees, Section C
C. Weeknights, Section C
D. Weekend evenings, Section A/B

2. Mr. and Mrs. Sanchez want to go canoeing at a state park this weekend. If they keep the boat for 3 hours, how much will it cost?

BOAT RENTALS

Type	First Hour or Less	Each Additional Hour or Less	8 Hours or Less
Paddle Boat (1-3 persons)	$2.00	$1.00	$5.00
Row Boat (1-3 persons)	3.00	1.50	7.50
Canoe (1-3 persons)	3.00	1.50	7.50
Rubber Raft (1-2 persons)	2.00	1.00	5.00

A. $3.00
B. $4.00
C. $6.00
D. $7.50

3. Rosa wants to read a book about the life of Roberto Clemente. In what section of the library should she look?

   A. Biographies
   B. Science Fiction
   C. History - Geography
   D. Poetry

4. Several inches of snow fell last night. Mrs. Hoa wonders if her children will have school today. What should she do?

   A. Call the U.S. Weather Bureau.
   B. Read the newspaper.
   C. Listen to the radio.
   D. Call the mayor.

5. Mr. Binh lives in Lancaster. He wants to catch the 9:15 a.m. flight from Philadelphia to San Francisco. What time will he have to get the limousine at the Lancaster airport?

LANCASTER LIMOUSINE SERVICE, Ltd.
Regular Scheduled Service to
Philadelphia International Aiport

Limo #1
6:30 a.m. - Leave Lancaster Airport
8:00 a.m. - Arrive Philadelphia Airport

9:00 a.m. - Leave Philadelphia Airport
11:00 a.m. - Arrive Lancaster Airport

Limo #2
12 noon - Leave Lancaster Airport
2:00 p.m. - Arrive Philadelphia Airport

3:00 p.m. - Leave Philadelphia Airport
5:00 p.m. - Arrive Lancaster Airport

Limo #3
5:30 p.m. - Leave Lancaster Airport
7:30 p.m. - Arrive Philadelphia Airport

9:00 p.m. - Leave Philadelphia Airport
11:00 p.m. - Arrive Lancaster Airport

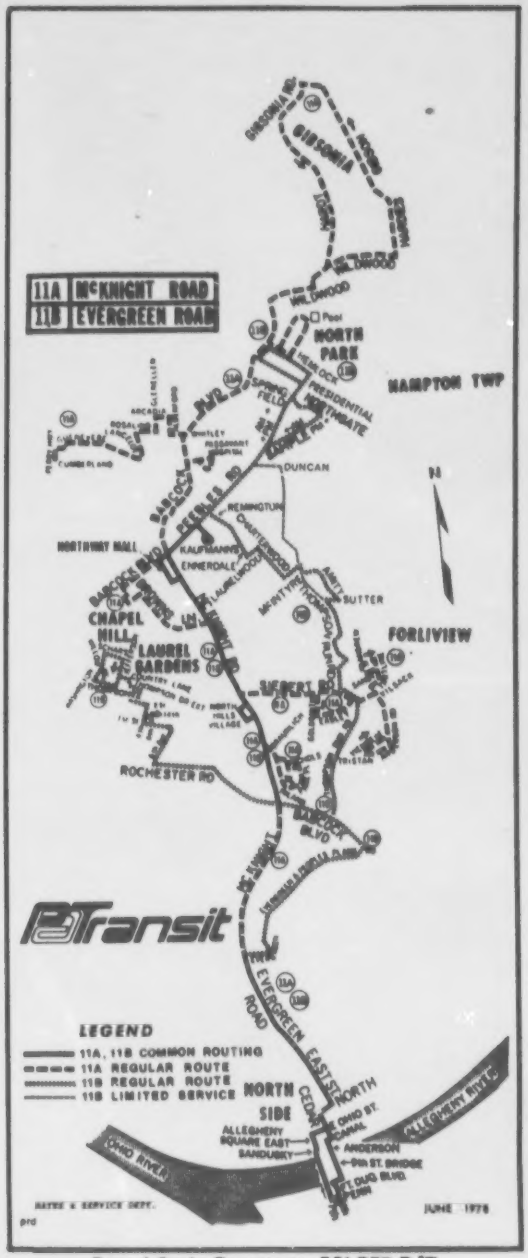
   A. 6:30 a.m.
   B. 8:00 a.m.
   C. 9:00 a.m.
   D. 5:30 p.m.

6. Your child is unconscious. You find an empty aspirin bottle nearby. Where should you call for help?

   A. Governor's Hotline
   B. Poison Center
   C. Humane Society
   D. Fire Department

7. Ms. Graham wants to take a bus from the North Side to Gibsonia. She does not want to transfer. Which bus should she take?

   A. 11A
   B. 11B
   C. 11B Limited Service
   D. None of these



Rates & Service Department—FOLDER R-ST

8. Anna's car averages 36 m.p.g. on the highway. If she drives 250 miles on the Pennsylvania Turnpike, about how many gallons of gas will she need?

A. 7
B. 9
C. 214
D. 286

9. You are driving and want to make a right turn. Which lane should you be in to turn right?

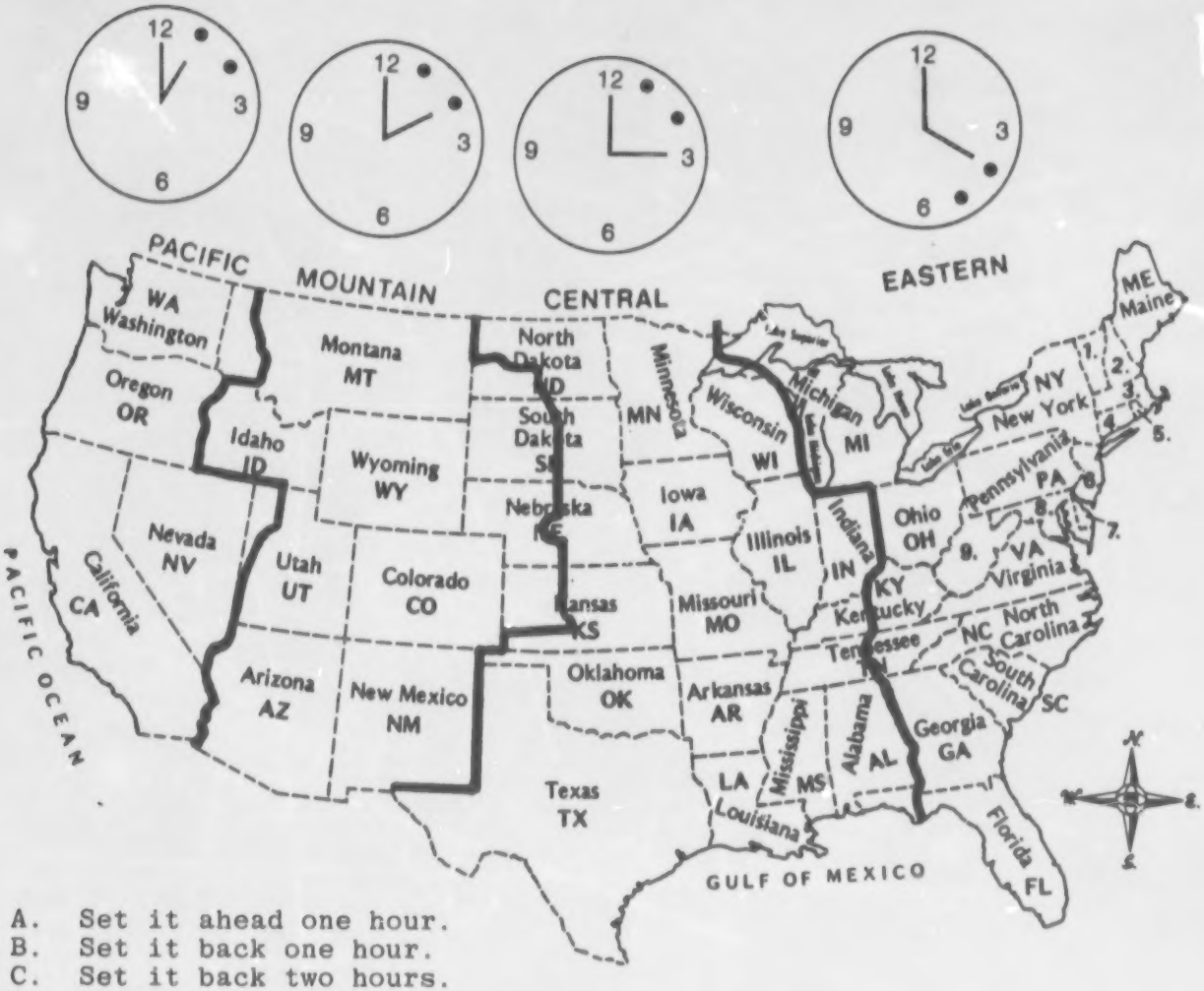
A.

B.

C.

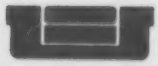
D.

10. Mr. Lee is flying from Philadelphia, Pennsylvania, to Chicago, Illinois. What should he do to his watch?



A. Set it ahead one hour.
B. Set it back one hour.
C. Set it back two hours.
D. Leave it as it is.

(AIU use)



Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL PRE-TEST:

LOS RECURSOS DE LA COMUNIDAD

Versión Española

Nombre _____

Cumpleaños _____ Sexo _____

Fecha _____ Score _____

Scorer's Name _____

LOS RECURSOS DE LA COMUNIDAD

1. El Sr. Purcell quiere ir al teatro por la noche. ¿Cuál es el boleto más barato que puede comprar?

TEMPORADA DE 1979-1980

Precio Por Boleto	Sección A/B	Sección C
Jueves, Sábado, y Domingo, Matiné, 2 p.m.	$ 6.00	$ 4.00
Lunes, Martes, y Jueves, 8 p.m.	$ 9.50	$ 6.50
Viernes y Sábado, 8:30 p.m.	$ 10.50	$ 7.50

A. Matiné, Sección A/B
B. Matiné, Seccion C
C. Noche durante la semana, Sección C
D. Fines de semana por la noche, Sección A/B

2. El Sr. y la Sra. Sánchez quieren dar un paseo en el lago del parque estatal este fin de semana. Si alquilan una canoa por tres horas, ¿cuánto tienen que pagar?

ALQUILER DE BARCOS

Tipo	1ra Hora o Menos	Cada Hora Adicional o Menos	8 Horas o Menos
Bote con pedales (1 a 3 personas)	$2.00	$1.00	$5.00
Bote de remos (1 a 3 personas)	3.00	1.50	7.50
Canoa (1 a 3 personas)	3.00	1.50	7.50
Balsa de inflar (1 a 2 personas)	2.00	1.00	5.00

A. $3.00
B. $4.00
C. $6.00
D. $7.50

3. Rosa quiere leer un libro sobre la vida de Roberto Clemente. ¿En qué sección de la biblioteca debe buscar?

   A. Biografías
   B. Ciencia Ficción
   C. Historia - Geografía
   D. Poesía

4. Varias pulgadas de nieve cayeron anoche. La Sra. Hoa se pregunta si sus niños tendrán escuela hoy. Qué debe hacer?

   A. Llamar al negociado del tiempo.
   B. Leer el periódico.
   C. Escuchar la radio.
   D. Llamar al alcalde.

5. El Sr. Binh vive en Lancaster. Él quiere tomar el vuelo de las 9:15 a.m. de Filadelfia a San Francisco. ¿A qué hora debe tomar la limosina en el aeropuerto de Lancaster?

SERVICIO DE LIMOSINAS DE LANCASTER, LTD.
Horario del servicio regular al Aeropuerto Internacional de Filadelfia

Limo #1
6:30 a.m. - Salida del Aeropuerto de Lancaster
8:00 a.m. - Llegada al Aeropuerto de Filadelfia

9:00 a.m. - Salida del Aeropuerto de Filadelfia
11:00 a.m. - Llegada al Aeropuerto de Lancaster

Limo #2
Mediodía - Salida del Aeropuerto de Lancaster
2:00 p.m. - Llegada al Aeropuerto de Filadelfia

3:00 p.m. - Salida del Aeropuerto de Filadelfia
5:00 p.m. - Llegada al Aeropuerto de Lancaster

Limo #3
5:30 p.m. - Salida del Aeropuerto de Lancaster
7:30 p.m. - Llegada al Aeropuerto de Filadelfia

9:00 p.m. - Salida del Aeropuerto de Filadelfia
11:00 p.m. - Llegada al Aeropuerto de Lancaster

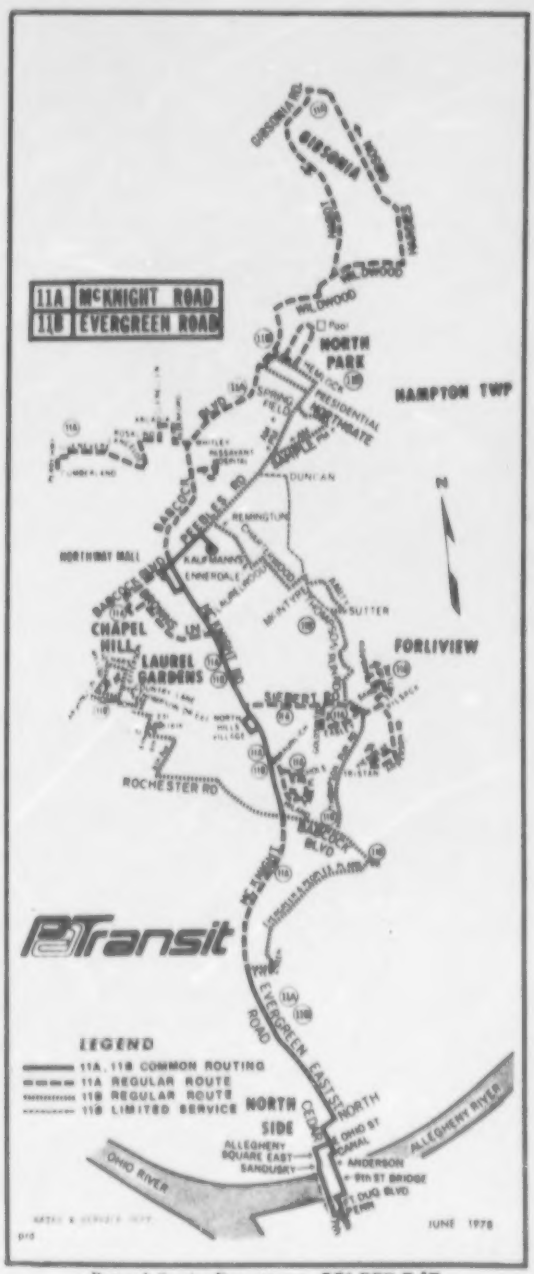
   A. 6:30 a.m.
   B. 8:00 a.m.
   C. 9:00 a.m.
   D. 5:30 p.m.

6. Su hijo está inconsciente y usted encuentra un frasco de aspirinas cerca de él. A quién debe llamar para pedir ayuda?

   A. La línea de emergencia del gobernador
   B. Al centro de envenenamiento
   C. A la sociedad de asuntos humanitarios
   D. Al departamento de bomberos

7. La Sra. Graham quiere tomar un autobús desde el North Side hasta Gibsonia. Ella no quiere hacer ningún cambio. Cuál autobús debe de tomar?

   A. 11A
   B. 11B
   C. 11B Limited Service
   D. Ninguno de éstos.



Rates & Service Department—FOLDER R-ST

8. El carro de Ana tiene un rendimiento de 36 m.p.g. en la autopista. Si ella maneja unas 250 millas en la Autopista de Peaje de Pennsylvania (Pennsylvania Turnpike), ¿cuántos galones de gasolina necesitará?

A. 7
B. 9
C. 214
D. 286

9. Usted está manejando y quiere doblar a la derecha. ¿En qué carril debe de estar para doblar a la derecha?

(only = sólo)

A.

B.

C.

D.

10. El Sr. Lee está volando de Filadelfia, Pennsylvania, a Chicago, Illinois. Qué debe de hacer con su reloj?

A. Adelantarlo una hora.
B. Atrasarlo una hora.
C. Atrasarlo dos horas.
D. Dejarlo como está.

JRG/AR/EC. 1/80

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BÀI THI TRẮC LƯỢNG CHO NGƯỜI LỚN:
COMMUNITY RESOURCES PRE-TEST
NHỮNG PHƯƠNG TIỆN SẴN CÓ TẠI VÙNG CỦ NGỤ.
(Vietnamese Version)

Tên họ học viên: _____
họ tên tên đệm

Ngày sinh: _____ Nam hay nữ _____

Tiếng mẹ đẻ: _____

Ngày thi: _____ Điểm _____

Người chấm thi: _____

Adapted by Janet Graham, Allegheny IU 3, developed by Sherry Royce, Lancaster-Lebanon IU 13, Lancaster, PA

NHỮNG PHƯƠNG TIỆN SẴN CÓ TẠI VÙNG CƯ NGỤ.

1. Ông Phong muốn đi xem hát vào buổi tối. Ông có thể mua vé loại nào rẻ nhất?

MUA 1979-1980		
Giá vé một người.	Hạng A/B	Hạng C
Sáng thứ Năm, thứ Bảy và Chủ-nhật, 2 giờ chiều.	$ 6.00	$4.00
Thứ Hai, thứ Ba và thứ Năm, 8 giờ tối.	$ 9.50	$6.50
Thứ Sáu và thứ Bảy 8 giờ rưỡi tối.	$10.00	$7.50

A. Những xuất hát sáng, hạng A/B.

B. Những xuất hát sáng, hạng C.

C. Những xuất hát tối trong tuần, hạng C.

D. Những xuất hát tối cuối tuần, hạng A/B.

2. Ông bà Sanh muốn đi bơi thuyền ở trung tâm giải trí vào cuối tuần này. Nếu họ thuê thuyền trong ba tiếng đồng hồ, hỏi ông bà ấy phải trả bao nhiêu?

THUYỀN CHO THUÊ			
Loại	Một giờ đầu hay ít hơn.	Mỗi giờ thêm sau đó, hoặc ít hơn 1 giờ.	8 giờ liền hay ngắn hạn hơn.
Thuyền đạp (1-3 người)	$2.00	$1.00	$5.00
Thuyền chèo (1-3 người)	$3.00	$1.50	$7.50
Thuyền độc mộc (1-3 người)	$3.00	$1.50	$7.50
Bè cao-su (1-2 người)	$2.00	$1.00	$5.00

A. $3.00

B. $4.00

C. $6.00

D. $7.50

3. Cô Hồng đọc sách về đời sống của Roberto Clemente. Hỏi cô ấy phải tìm ở bục nào trong thư-viện?

A. Tiểu sử.

B. Tiểu thuyết.

C. Lịch sử và địa lý.

D. Thi ca.

4. Tối hôm qua tuyết rơi quá nhiều (vài inches). Bà Hoa không rõ các cháu có phải đi học hôm nay hay không. Bà ấy phải làm gì?

A. Gọi về đài khí tượng địa phương.

B. Đọc báo.

C. Nghe máy thầu thanh.

D. Gọi điện thoại cho ông thị trưởng.

5. Ông Bình cư-ngụ tại Lancaster. Ông ấy muốn lấy chuyến bay 9 giờ 15 phút sáng từ Philadelphia đến Sanfrancisco. Vậy ông ấy phải đón xe ca tại sân bay Lancaster lúc mấy giờ để đi Philadelphia?

SỞ XE CA LANCASTER
NHỮNG CHUYẾN THƯỜNG XUYÊN ĐẾN SÂN BAY PHILADELPHIA

Xe sở #1

6:30 sáng.-----Rời sân bay Lancaster.
8:00 sáng.-----Đến sân bay Philadelphia.
9:00 sang.-----Rời sân bay Philadelphia.
11:00 sang.----Đến sân bay Lancaster.

Xe sở #2

12:00 trưa.----Rời sân bay Lancaster.
2:00 chiều.----Đến sân bay Philadelphia.
3:00 chiều.----Rời sân bay Philadelphia.
5:00 chiều.----Đến sân bay Lancaster.

Xe sở #3

5:30 chiều.----Rời sân bay Lancaster.
7:30 tối.------Đến sân bay Philadelphia.
9:00 tối.------Rời sân bay Philadelphia.
11:00 tối.-----Đến sân bay Lancaster.

A. 6:30 sáng.

B. 8:00 sáng.

C. 9:00 sáng.

D. 5:30 chiều.

6. Con của ban bi bất tỉnh. Ban tìm thấy một lọ thuốc Aspirin gần đó. Bạn phải gọi điện thoại cầu cứu ở đâu?

A. Đường giây khẩn cấp thống-đốc của tiểu bang.

B. Trung tâm giải độc.

C. Sở xã-hội.

D. Sở cứu hỏa.

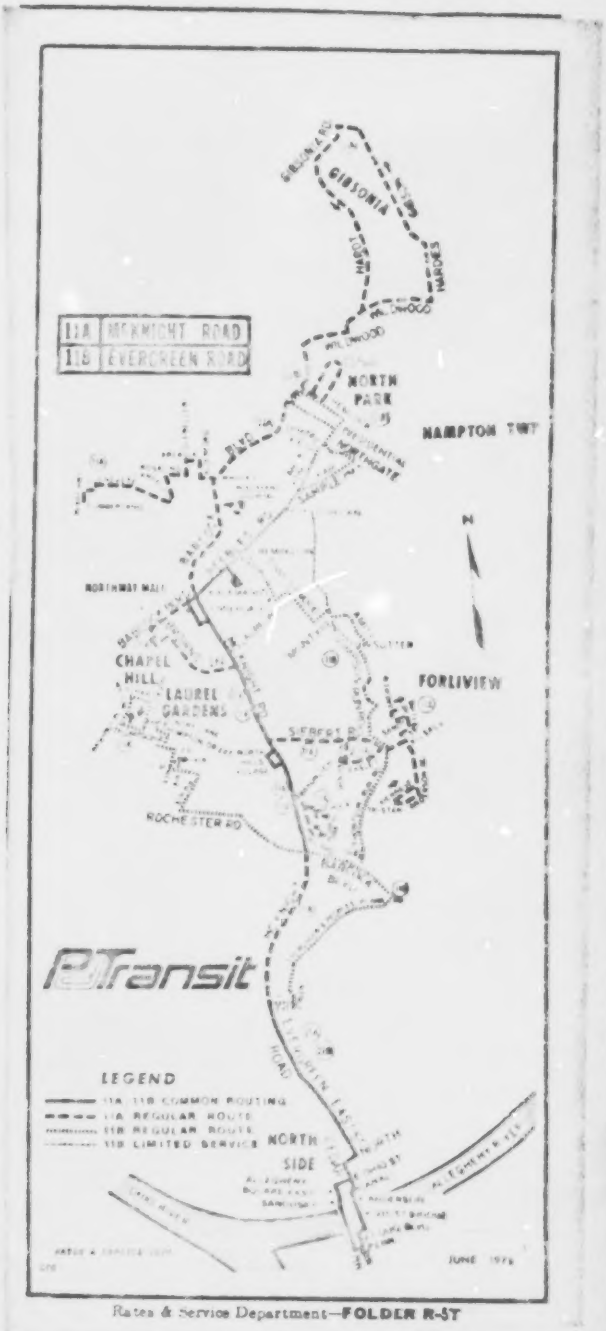
7. Cô Khánh muốn đi xe buýt từ phía Bắc tới Gibsonia. Cô ấy không muốn phải chuyển xe.
Hỏi cô ấy phải đi xe nào?

A. 11A

B. 11B

C. 11B limited service.

D. Không một xe nào trong dãy.



8. Xe của cô Ánh chạy trên xa lộ trung bình được 36 miles một ga-lông xăng. Nếu cô ấy đi 250 miles trên đường Pennsylvania Turnpike, hỏi cô ấy cần độ chừng bao nhiêu ga-lông xăng?

A. 7

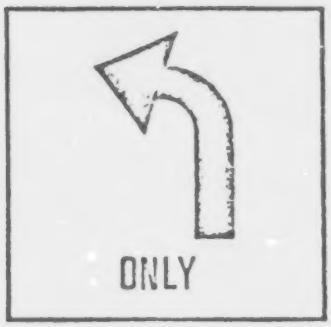
B. 9

C. 214

D. 286

9. Bạn đang lái xe và muốn quẹo phải. Vậy bạn phải ở vị-trí nào trên công lộ để quẹo phải?

A.



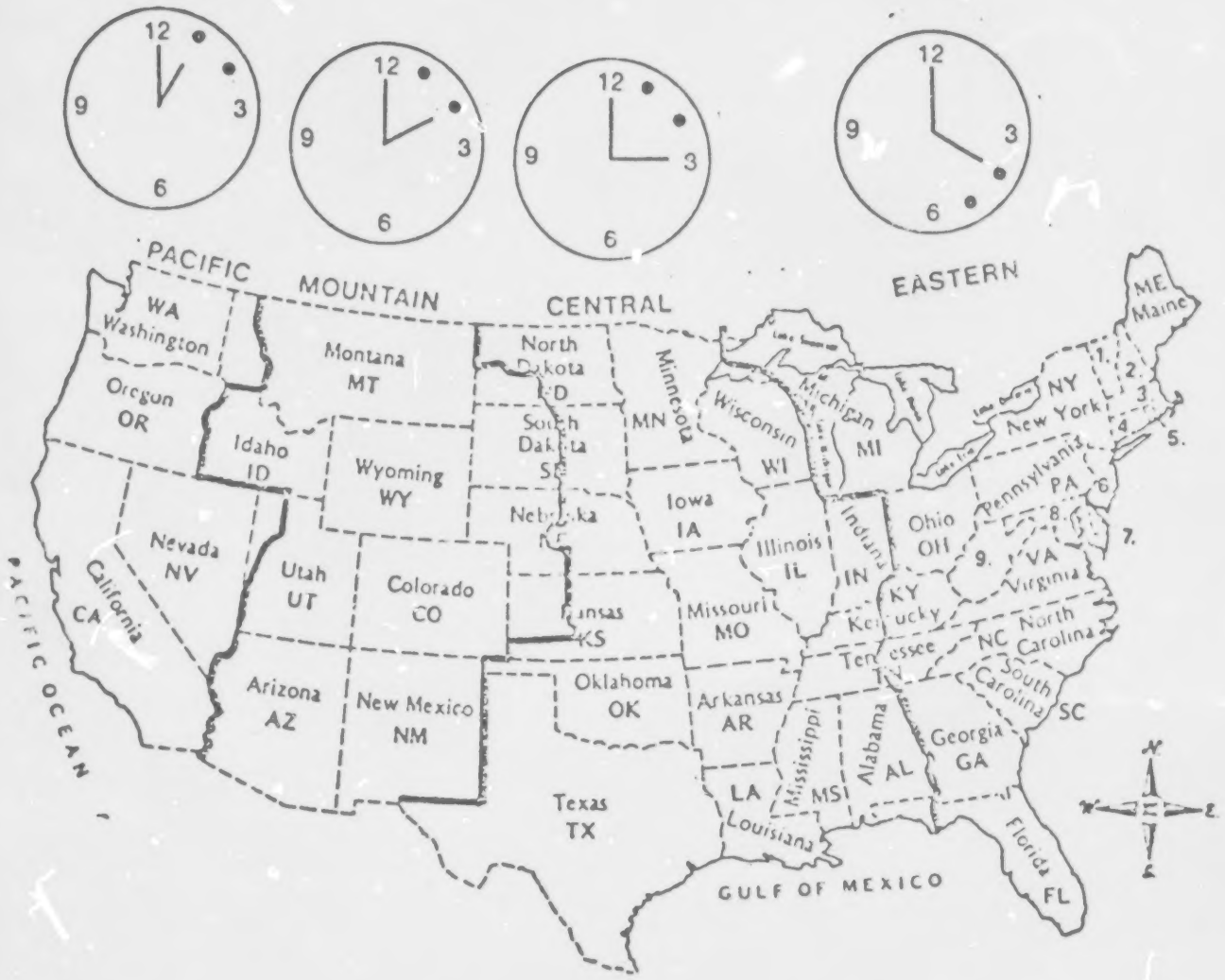
B.

C.

D.

10. Ông Lý đang bay từ Philadelphia, Pennsylvania đến Chicago, Illinois. Hỏi ông ấy phải làm gì với chiếc đồng hồ tay của ông ta?

A. Vặn đi một giờ.
B. Vặn lại một giờ.
C. Vặn lại hai giờ.
D. Để như cũ.



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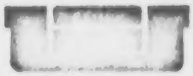

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ADULT PERFORMANCE LEVEL PRE-TEST:

COMMUNITY RESOURCES

Cambodian Version

Student's Name _____
Last First Middle

Date of Birth _____ Sex _____

Native Language _____

Date _____ Score _____

Scorer's Name _____

ម៉ាត្រាចារ្យមានបំណងបើកហាងលក់ម៉ូតសំលៀកបំពាក់របស់អ្នក

១. លោកចង់ដាក់ពាក្យសុំប្រាក់កម្ចីពីធនាគារ ៥ ម៉ឺនដុល្លារ តើលោកត្រូវការដាក់ធានាប្រាក់ចំនួនប៉ុន្មាន ដើម្បីទទួលបានប្រាក់កម្ចីនេះ ?

ធនាគារ ចំណូល-ចំណាយ

ប្រភេទប្រាក់ឥណទានសម្រាប់អាជីវកម្មខ្នាតតូច	ប្រាក់ដាក់ធានា	ប្រាក់កម្ចី
ប្រាក់កម្ចីរយៈពេលវែង សម្រាប់ទិញអចលនទ្រព្យ ពេលវេលា ១ ឆ្នាំ	៨.០០ ដុល្លារ	៤.០០ ដុល្លារ
ប្រាក់កម្ចីរយៈពេលវែង សម្រាប់ទិញឧបករណ៍ ពេលវេលា ៤ ឆ្នាំ	៥.៥០ ដុល្លារ	៨.៥០ ដុល្លារ
ប្រាក់កម្ចីរយៈពេលខ្លី ពេលវេលា ៥ ខែ	១០.៥០ ដុល្លារ	៧.៥០ ដុល្លារ

ក. ប្រាំពីរដុល្លារ ក/ខ
ខ. ប្រាំបីដុល្លារ ឃ
គ. ដប់ដុល្លារ ងច់ពីរយប ឆ
ឃ. ដប់ពីរដុល្លារ ងច់ពីរយប ក/ខ

២. លោកនិងលោកស្រីសង្ឃឹមចង់ទៅដើរកម្សាន្តលេងសៅរ៍អាទិត្យនេះ ៥ ថ្ងៃជាមួយកូនពីរនាក់ ៣ ថ្ងៃ តើត្រូវចំណាយប្រាក់អស់ប៉ុន្មាន ?

កូនក្មេងដើរ

ក្នុង	ថ្លៃចូលទស្សនា ក្នុងតំបន់	ថ្លៃចូលទស្សនា តំបន់ទេសចរណ៍	ថ្លៃចូលទស្សនា តំបន់ផ្សេងទៀត
ចូលរៀន (១ ឆ្នាំ ៣ ដង)	៧.០០	១.០០	៥.០០
ចូលដើរ (១ ខែ ៣ ដង)	៣.០០	១.៥០	៧.៥០
ចូលរៀន (១ ខែ ៣ ដង)	៣.០០	១.៥០	៧.៥០
ចូលលេងសួន (១ សៅរ៍ ១ ដង)	៧.០០	១.០០	៥.០០

ក. ៣.០០
ខ. ៤.០០
គ. ៦.០០
ឃ. ៧.៥០

ច. តាម សុភាព ដើម អាជ្ញាធរ ប៉ូលិស ហៅ ឈ្មោះ អ្នក ទាំង ពីរ នាក់ ថា
RUBCATO CLEMENTE ។ តើ ជន ណា ខ្លះ ដែល ត្រូវ ការ ចាប់ យក ទៅ
សួរ ដេញ ដោល ?
ក. ដូច ខ្លួន ឯង
ខ. ទាំង ពីរ នាក់ ដែល ជា ជន ជាតិ អាមេរិក
គ. ម្នាក់ ស្បែក ស - ម្នាក់ ស្បែក ខ្មៅ
ឃ. គ្មាន ចម្លើយ

ជ. ឈប់ ទាំង ពីរ នាក់ ស្ថានភាព ដែល ក្រុង ហ្គាស ត្រូវ បាន ផ្តាច់ ចរន្ត ភ្លើង
ស្ទើរ តែ ទាំង ស្រុង ដែរ ដូច្នេះ តើ ពួក គេ ត្រូវ ធ្វើ ដូច ម្តេច ?
តើ ពួក គេ ត្រូវ ចាក ចេញ ដើម្បី ស្វែង រក ?
ក. ទូរស័ព្ទ ទៅ ការិយាល័យ អគ្គិសនី
ខ. អាច ការ ណែ នាំ
គ. ស្ទើរ តែ ទាំង អស់
ឃ. ទូរស័ព្ទ ទៅ ចៅ ហ្វាយ ក្រុង

ឌ. លោក សំ អាន ហាង ទឹក សំ ទៅ នៅ LANCASTER តែ ចង់ ត្រឡប់ ទៅ វិញ
ឈ្នួល ហោះ ឆ្ងាយ ថ្ងៃ : ខ្លះ ទាំង ពីរ ទៅ ទៀត ទៅ ជិត PHILADELPHIA
ហើយ SAN FRANCISCO ។ តើ ធ្វើ ដូច ម្តេច ទើប គាត់ ទៅ ដល់ ទាន់
"ពិធី" នៅ ព្រលឹម ស្អែក នៅ LANCASTER ដែរ ឬ ទៅ
PHILADELPHIA ?

ក្រុម ហ៊ុន ឈ្នួល ជិះ នៅ ជិត អាគារ LANCASTER .
កាល ពី ព្រលឹម ឆ្ងាយ ជាង គេ ទៅ ជិត អាគារ
អាគារ PHILADELPHIA .

ចម្លើយ ល្អ ជាង គេ .
ឆ្ងាយ ខ្លះ ទាំង ពីរ - ជិត ជាង គេ អាគារ LANCASTER
ឆ្ងាយ ថ្ងៃ ទាំង - ឆ្ងាយ ជាង គេ អាគារ PHILADELPHIA
ឆ្ងាយ ខ្លះ ទាំង - ជិត ជាង គេ អាគារ PHILADELPHIA
ឆ្ងាយ ពេ ទាំង - ឆ្ងាយ ជាង គេ អាគារ LANCASTER

ចម្លើយត្រឹមត្រូវ.

ឡាន់កាស្ទ័រ - ទីក្រុងមួយនៅភាគអាគ្នេយ៍នៃ LANCASTER

ហ្វីឡាដែលហ្វី - ឈ្មោះមួយទៀតនៃ PHILADELPHIA

ឡាន់កាស្ទ័រ - ទីក្រុងមួយនៅភាគអាគ្នេយ៍ PHILADELPHIA

ឡាន់ស៊ីស្ទ័រ - ឈ្មោះមួយទៀតនៃ LANCASTER

ចម្លើយខុសទាំងអស់.

ឡាន់ស៊ីកន្ទុះស្ទ័រ - ទីក្រុងមួយនៅភាគអាគ្នេយ៍ LANCASTER

ឡាន់ស៊ីកន្ទុះយប - ឈ្មោះមួយទៀតនៃ PHILADELPHIA

ឡាន់ស៊ីយប - ទីក្រុងមួយនៅភាគអាគ្នេយ៍ PHILADELPHIA

ឡាន់ខាយប - ឈ្មោះមួយទៀតនៃ LANCASTER

ក. ឡាន់ស៊ីកន្ទុះស្ទ័រ

ខ. ឡាន់ស៊ីស្ទ័រ

គ. ឡាន់ខាស្ទ័រ

ឃ. ឡាន់ស៊ីកន្ទុះស្ទ័រ

៦. ក្នុងរបៀបអ្នកគិតបែបន្ទះ តើមួយគ្រាប់ណាដែលអ្នកយកទៅ ASPIRIN ដូចខាងក្រោម ដើម្បីឲ្យ តើអ្នកគ្រូនឹងសួរនាំអ្នកថាតើចង់ប្តូរគ្រាប់ណាទៅ ?

ក. ប្តូរគ្រាប់ដែលមានរបៀបកាត់ស្រួច

ខ. មិនប្តូរគ្រាប់ទាំងពីរ

គ. ប្តូរគ្រាប់ទាំងពីរ

ឃ. ប្តូរតែគ្រាប់ដែលមានស្នាមប្រេះ

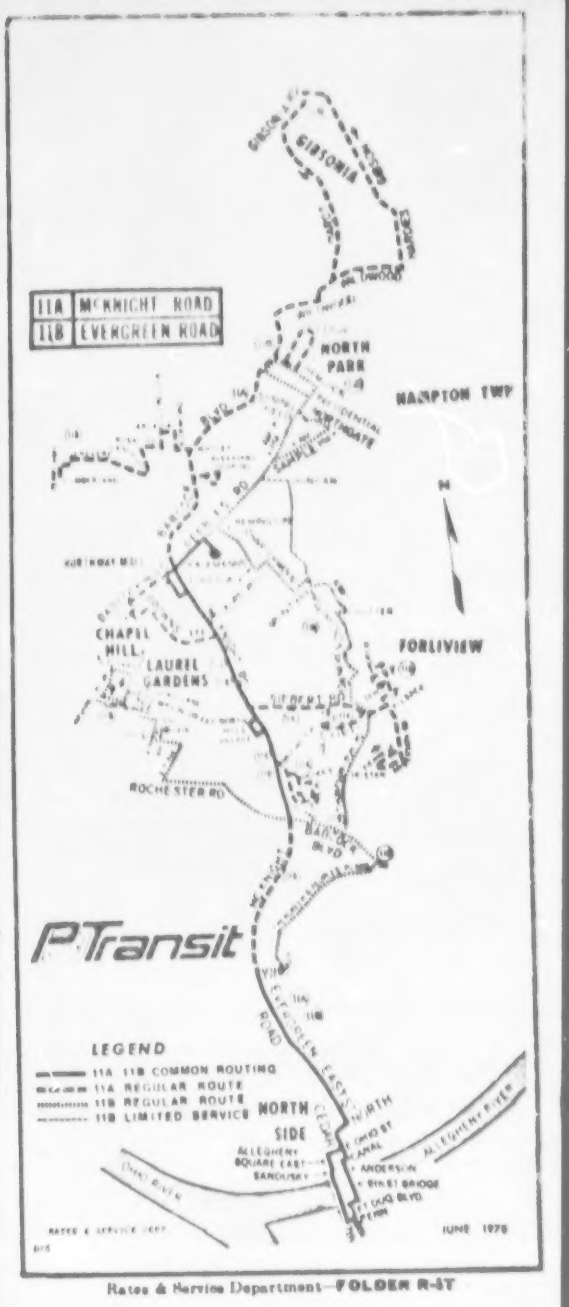
ಲ. ಅಂಕಿ ಸಂಖ್ಯೆಯ ಬಸ್ಸಿನಲ್ಲಿ ಒಬ್ಬಳು ಹೆಂಗಸು NORTH SIDE ನಿಂದ GIBSONIA ಗೆಹೋಗಲು ಬಯಸುತ್ತಾಳೆ. ಆಕೆ ಅಂಕಿ ಸಂಖ್ಯೆಯ ಬಸ್ಸಿನಲ್ಲಿ ಕುಳಿತು ಪ್ರಯಾಣ ಮಾಡಿದರೆ ಆಕೆಯು ಹೋಗಬೇಕಾದ ಸ್ಥಳವನ್ನು ತಲುಪಲು ಎಷ್ಟು ಮೈಲಿ ಪ್ರಯಾಣ ಮಾಡಬೇಕಾಗುತ್ತದೆ?

ಅ. ೧೧ A

ಬ. ೧೧ B

ಕ. ೧೧ B LIMITED SERVICE

ಡ. ಮೇಲಿನ ಯಾವುದೂ ಅಲ್ಲ



ಶ. ಸರಿಯಾದ ಸಲಕರಣೆಯುಳ್ಳ ಪ್ರಯಾಣಿಕ ಕಾರುಗಳಲ್ಲಿ ಪ್ರತಿ ಗ್ಯಾಲನ್ ಪೆಟ್ರೋಲಿಗೆ ಸಾಧಾರಣವಾಗಿ ಎಷ್ಟು miles ಕಾರುಗಳು ಚಲಿಸಬಲ್ಲವು? ಇದನ್ನು ಹೆದ್ದಾರಿ (HIGHWAY) ಯ ಮೇಲೆ ಮಾತ್ರ ಪ್ರಯಾಣ ಮಾಡಿದಾಗ ಲೆಕ್ಕ ಹಾಕಲಾಗಿದೆ. ಹಾಗಾದರೆ 360 miles ದೂರವನ್ನು PENNSYLVANIA TURNPIKE ನಲ್ಲಿ ಪ್ರಯಾಣ ಮಾಡಲು ಎಷ್ಟು ಗ್ಯಾಲನ್ ಪೆಟ್ರೋಲ್ ಬೇಕಾಗಬಹುದು?

ಅ. ೮

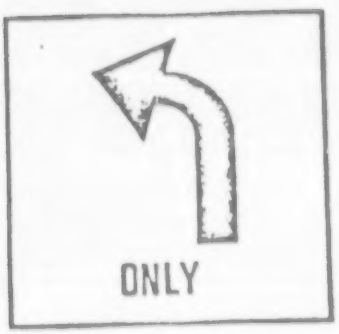
ಬ. ೯

ಕ. ೧೦

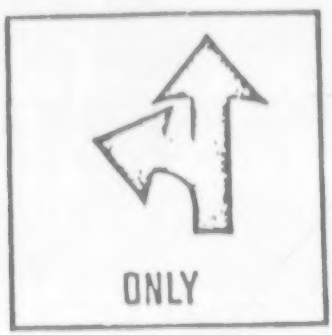
ಡ. ೧೨

೮೯. ಖಾಸಗಿ ಪ್ರಯಾಣಿಕರ ವಾಹನವು ಚಲಿಸುತ್ತಿರುವಾಗ ಈ ಕೆಳಗಿನ ಯಾವ ಸೂಚನಾ ಫಲಕವನ್ನು ಕಾಣಬಹುದು ?

A.

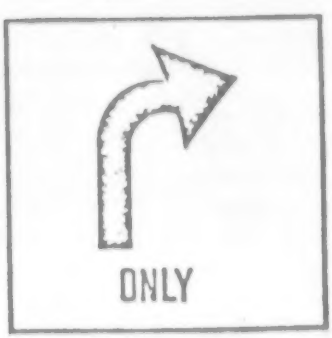


B.



C.

D.



೧೦. ಅಮೆರಿಕಾದಲ್ಲಿರುವ ಫಿಲಡೆಲ್ಫಿಯಾ PHILADELPHIA, PENNSYLVANIA ಎಂಬ ಸ್ಥಳ ಮತ್ತು ಚಿಕಾಗೊ CHICAGO, ILLINOIS ಎಂಬ ಸ್ಥಳಗಳ ಸಮಯದಲ್ಲಿ ವ್ಯತ್ಯಾಸವಿರುತ್ತದೆ ಯಾವುದು ?

ಎ. ಒಂದೇ ಸಮಯ ಇರುತ್ತದೆ

ಬಿ. ಒಂದು ಗಂಟೆ ವ್ಯತ್ಯಾಸವಿರುತ್ತದೆ

ಸಿ. ಒಂದು ಗಂಟೆ ವ್ಯತ್ಯಾಸವಿರುತ್ತದೆ

ಡಿ. ಗೊತ್ತಿಲ್ಲ

(AIU use)

Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL POST-TEST:

COMMUNITY RESOURCES

English Version

Student's Name _____
Last First Middle

Date of Birth _____ Sex _____

Native Language _____

Date _____ Score _____

Scorer's Name _____

Hours of Instruction for This Topic _____

COMMUNITY RESOURCES

1. You are driving and want to make a right turn. Which lane should you be in to turn right?

A.

B.

C.

D.

2. Your child is unconscious. You find an empty aspirin bottle nearby. Where should you call for help?

A. Governor's Hotline
B. Poison Center
C. Humane Society
D. Fire Department

3. Mr. Binh lives in Lancaster. He wants to catch the 9:15 a.m. flight from Philadelphia to San Francisco. What time will he have to get the limousine at the Lancaster airport?

LANCASTER LIMOUSINE SERVICE, Ltd.
Regular Scheduled Service to
Philadelphia International Aiport

Limo #1
6:30 a.m. - Leave Lancaster Airport
8:00 a.m. - Arrive Philadelphia Airport

9:00 a.m. - Leave Philadelphia Airport
11:00 a.m. - Arrive Lancaster Airport

Limo #2
12 noon - Leave Lancaster Airport
2:00 p.m. - Arrive Philadelphia Airport

3:00 p.m. - Leave Philadelphia Airport
5:00 p.m. - Arrive Lancaster Airport

Limo #3
5:30 p.m. - Leave Lancaster Airport
7:30 p.m. - Arrive Philadelphia Airport

9:00 p.m. - Leave Philadelphia Airport
11:00 p.m. - Arrive Lancaster Airport

A. 6:30 a.m.
B. 8:00 a.m.
C. 9:00 a.m.
D. 5:30 p.m.

4. Rosa wants to read a book about the life of Roberto Clemente. In what section of the library should she look?

A. Biographies
B. Science Fiction
C. History - Geography
D. Poetry

5. Mr. and Mrs. Sanchez want to go canoeing at a state park this weekend. If they keep the boat for 3 hours, how much will it cost?

BOAT RENTALS

Type	First Hour or Less	Each Additional Hour or Less	8 Hours or Less
Paddle Boat (1-3 persons)	$2.00	$1.00	$5.00
Row Boat (1-3 persons)	3.00	1.50	7.50
Canoe (1-3 persons)	3.00	1.50	7.50
Rubber Raft (1-2 persons)	2.00	1.00	5.00

A. $3.00
B. $4.00
C. $6.00
D. $7.50

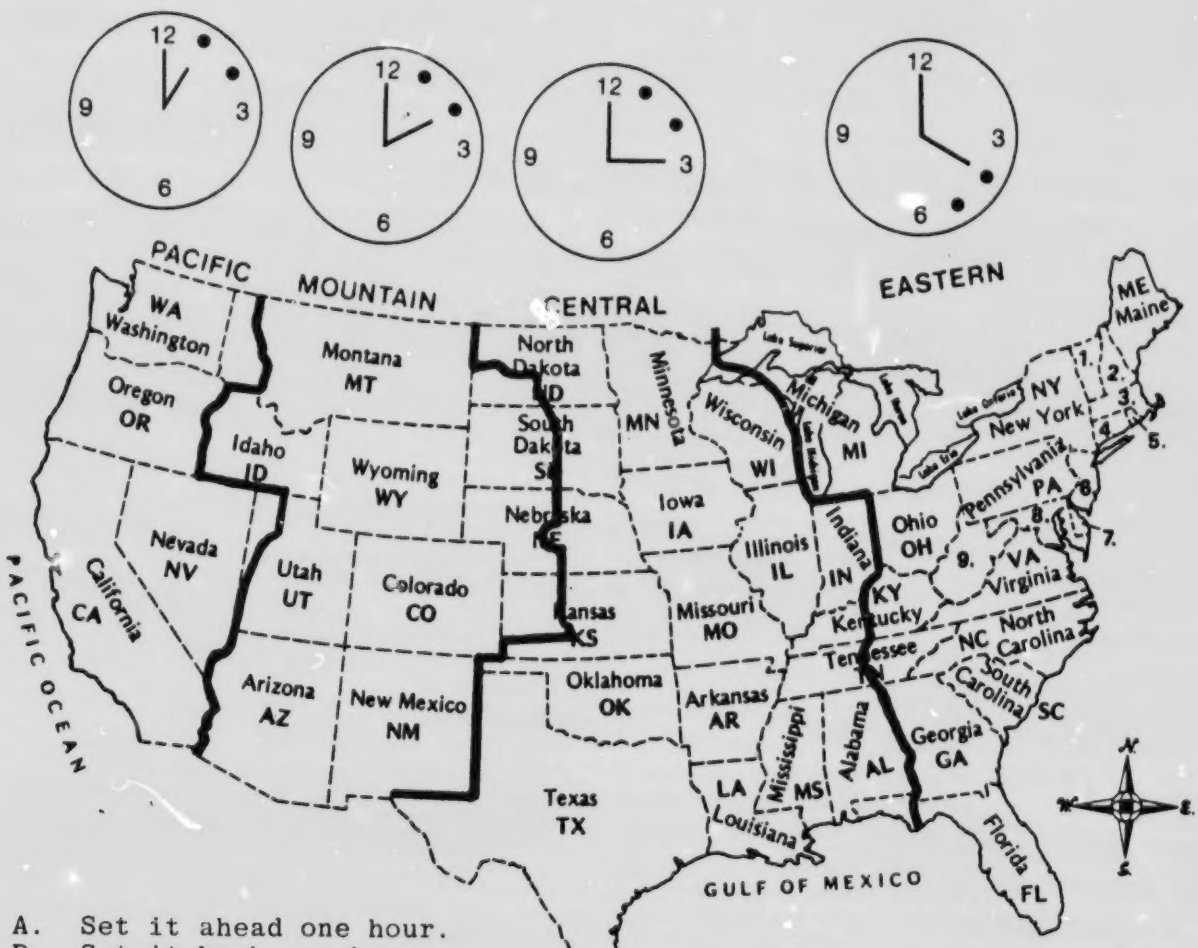
6. Several inches of snow fell last night. Mrs. Hoa wonders if her children will have school today. What should she do?

A. Call the U.S. Weather Bureau.
B. Read the newspaper.
C. Listen to the radio.
D. Call the mayor.

7. Anna's car averages 36 m.p.g. on the highway. If she drives 250 miles on the Pennsylvania Turnpike, about how many gallons of gas will she need?

A. 7
B. 9
C. 214
D. 286

8. Mr. Lee is flying from Philadelphia, Pennsylvania, to Chicago, Illinois. What should he do to his watch?



A. Set it ahead one hour.
B. Set it back one hour.
C. Set it back two hours.
D. Leave it as it is.

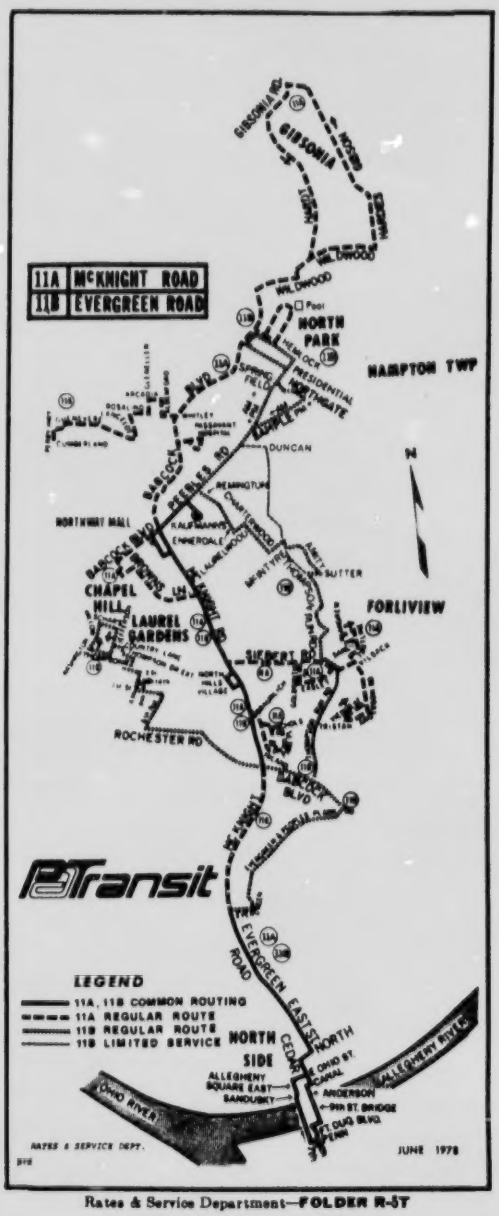
9. Mr. Purcell wants to go to the theater in the evening. What is the cheapest kind of ticket that he can buy?

1979-1980 SEASON		
Single Ticket Prices	Section A/B	Section C
Thursday, Saturday, and Sunday Matinees, 2 p.m.	$ 6.00	$ 4.00
Monday, Tuesday, and Thursday, 8 p.m.	$ 9.50	$ 6.50
Friday and Saturday, 8:30 p.m.	$10.50	$ 7.50

A. Matinees, Section A/B
B. Matinees, Section C
C. Weeknights, Section C
D. Weekend evenings, Section A/B

10. Ms. Graham wants to take a bus from the North Side to Gibsonia. She does not want to transfer. Which bus should she take?

A. 11A
B. 11B
C. 11B Limited Service
D. None of these



Rates & Service Department—FOLDER R-5T

(AIU use)

Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL POST-TEST:

LOS RECURSOS DE LA COMUNIDAD

Versión Española

Nombre _____

Cumpleaños _____ Sexo _____

Fecha _____ Score _____

Scorer's Name _____

Hours of Instruction for This Topic _____

LOS RECURSOS DE LA COMUNIDAD

1. Usted está manejando y quiere doblar a la derecha. ¿En qué carril debe de estar para doblar a la derecha?

   (only = sólo)

A.

B.

C.

D.

2. Su hijo está inconsciente y usted encuentra un frasco de aspirinas cerca de él. ¿A quién debe llamar para pedir ayuda?

   A. La línea de emergencia del gobernador
   B. Al centro de envenenamiento
   C. A la sociedad de asuntos humanitarios
   D. Al departamento de bomberos

3. El Sr. Binh vive en Lancaster. Él quiere tomar el vuelo de las 9:15 a.m. de Filadelfia a San Francisco. ¿A qué hora debe tomar la limosina en el aeropuerto de Lancaster?

SERVICIO DE LIMOSINAS DE LANCASTER, LTD.
Horario del servicio regular al Aeropuerto Internacional de Filadelfia

Limo #1
6:30 a.m. - Salida del Aeropuerto de Lancaster
8:00 a.m. - Llegada al Aeropuerto de Filadelfia

9:00 a.m. - Salida del Aeropuerto de Filadelfia
11:00 a.m.- Llegada al Aeropuerto de Lancaster

Limo #2
Mediodia - Salida del Aeropuerto de Lancaster
2:00 p.m. - Llegada al Aeropuerto de Filadelfia

3:00 p.m. - Salida del Aeropuerto de Filadelfia
5:00 p.m. - Llegada al Aeropuerto de Lancaster

Limo #3
5:30 p.m. - Salida del Aeropuerto de Lancaster
7:30 p.m. - Llegada al Aeropuerto de Filadelfia

9:00 p.m. - Salida del Aeropuerto de Filadelfia
11:00 p.m.- Llegada al Aeropuerto de Lancaster

A. 6:30 a.m.
B. 8:00 a.m.
C. 9:00 a.m.
D. 5:30 p.m.

4. Rosa quiere leer un libro sobre la vida de Roberto Clemente. ¿En qué sección de la biblioteca debe buscar?

A. Biografías
B. Ciencia Ficción
C. Historia - Geografía
D. Poesía

5. El Sr. y la Sra. Sánchez quieren dar un paseo en el lago del parque estatal este fin de semana. Si alquilan una canoa por tres horas, ¿cuánto tienen que pagar?

ALQUILER DE BARCOS

Tipo	1ra Hora o Menos	Cada Hora Adicional o Menos	8 Horas o Menos
Bote con pedales (1 a 3 personas)	$2.00	$1.00	$5.00
Bote de remos (1 a 3 personas)	3.00	1.50	7.50
Canoa (1 a 3 personas)	3.00	1.50	7.50
Balsa de inflar (1 a 2 personas)	2.00	1.00	5.00

A. $3.00
B. $4.00
C. $6.00
D. $7.50

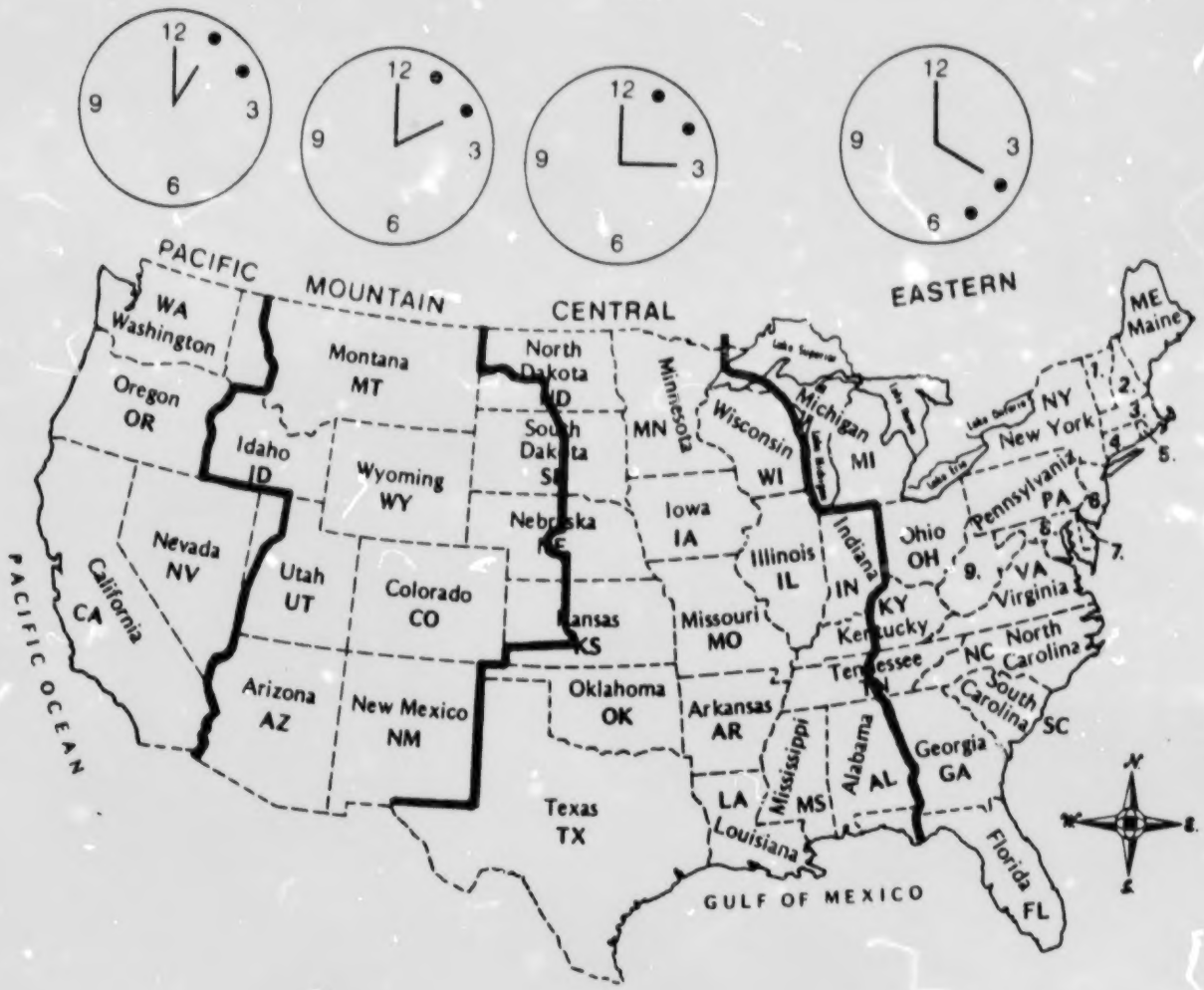
6. Varias pulgadas de nieve cayeron anoche. La Sra. Hoa se pregunta si sus niños tendrán escuela hoy. ¿Qué debe hacer?

A. Llamar al negociado del tiempo.
B. Leer el periódico.
C. Escuchar la radio.
D. Llamar al alcalde.

7. El carro de Ana tiene un rendimiento de 36 m.p.g. en la autopista. Si ella maneja unas 250 millas en la Autopista de Peaje de Pennsylvania (Pennsylvania Turnpike), ¿cuántos galones de gasolina necesitará?

A. 7
B. 9
C. 214
D. 286

8. El Sr. Lee está volando de Filadelfia, Pennsylvania, a Chicago, Illinois. ¿Qué debe de hacer con su reloj?



A. Adelantarlo una hora.
B. Atrasarlo una hora.
C. Atrasarlo dos horas.
D. Dejarlo como está.

9. El Sr. Purcell quiere ir al teatro por la noche. ¿Cuál es el boleto más barato que puede comprar?

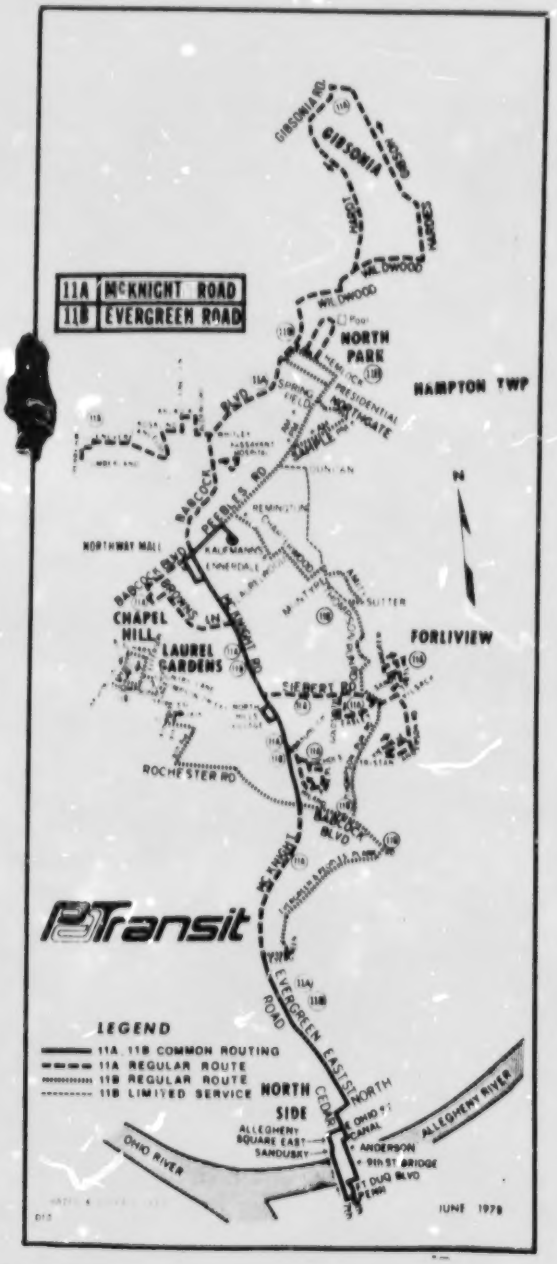
TEMPORADA DE 1979-1980

Precio Por Boleto	Sección A/B	Sección C
Jueves, Sábado, y Domingo, Matiné, 2 p.m.	$ 6.00	$ 4.00
Lunes, Martes, y Jueves, 8 p.m.	$ 9.50	$ 6.50
Viernes y Sábado, 8:30 p.m.	$ 10.50	$ 7.50

A. Matiné, Sección A/B
B. Matiné, Seccion C
C. Noche durante la semana, Sección C
D. Fines de semana por la noche, sección A/B.

10. La Sra. Graham quiere tomar un autobús desde el North Side hasta Gibsonia. Ella no quiere hacer ningún cambio. ¿Cuál autobús debe de tomar?

A. 11A
B. 11B
C. 11B Limited Service
D. Ninguno de éstos.



JRG/AR/EC, 1/80

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Pittsburgh, Pennsylvania 15212
(412) 323-5837

BÀI THI TRẮC LƯỢNG CHO NGƯỜI LỚN:

NHỮNG THƯƠNG TIỆN SẴN CÓ TẠI VÙNG CỦ NGỤ.

COMMUNITY RESOURCES POST-TEST
(Vietnamese Version)

Tên họ học viên: _____
họ tên tên đệm

Ngày sinh: _____ Nam hay nữ _____

Tiếng mẹ đẻ: _____

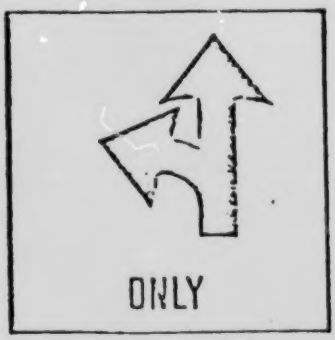
Ngày thi: _____ Điểm _____

Người chấm thi: _____

1. Bạn đang lái xe và muốn quẹo phải. Vậy bạn phải ở vi-trí nào trên công lộ để quẹo phải?

A.

B.



C.

D.

2. Con của bạn bị bất tỉnh. Bạn tìm thấy một lọ thuốc Aspirin gần đó. Bạn phải gọi điện thoại cầu cứu ở đâu?

A. Đường giày khẩn cấp thống-đốc của tiểu bang.

B. Trung tâm giải độc.

C. Sở xã-hội.

D. Sở cứu hỏa.

3. Ông Bình cư-ngụ tại Lancaster. Ông ấy muốn lấy chuyến bay 9 giờ 15 phút sáng từ Philadelphia đến Sanfrancisco. Vậy ông ấy phải đón xe ca tại sân bay Lancaster lúc mấy giờ để đi Philadelphia?

SỞ XE CA LANCASTER
NHỮNG CHUYẾN THƯỜNG XUYÊN ĐẾN SÂN BAY PHILADELPHIA

Xe số #1

6:30 sáng.-----Rời sân bay Lancaster.
8:00 sáng.-----Đến sân bay Philadelphia.
9:00 sáng.-----Rời sân bay Philadelphia.
11:00 sáng.----Đến sân bay Lancaster.

Xe số #2

12:00 trưa.----Rời sân bay Lancaster.
2:00 chiều.----Đến sân bay Philadelphia.
3:00 chiều.----Rời sân bay Philadelphia.
5:00 chiều.----Đến sân bay Lancaster.

Xe số #3

5:30 chiều.----Rời sân bay Lancaster.
7:30 tối.------Đến sân bay Philadelphia.
9:00 tối.------Rời sân bay Philadelphia.
11:00 tối.-----Đến sân bay Lancaster.

A. 6:30 sáng.
B. 8:00 sáng.
C. 9:00 sáng.
D. 5:30 chiều.

4. Cô Hồng đọc sách về đời sống của Roberto Clemente. Hỏi cô ấy phải tìm ở bục nào trong thư-viện?

A. Tiểu sử.
B. Tiểu thuyết.
C. Lịch sử và địa lý.
D. Thi ca.

5. Ông bà Sanh muốn đi bơi thuyền ở trung tâm giải trí vào cuối tuần này. Nếu họ thuê thuyền trong ba tiếng đồng hồ, hỏi ông bà ấy phải trả bao nhiêu?

THUYỀN CHO THUÊ

Loại	Một giờ đầu hay ít hơn.	Mỗi giờ thêm sau đó, hoặc ít hơn 1 giờ.	8 giờ liền hay ngắn hạn hơn.
Thuyền đạp (1-3 người)	$2.00	$1.00	$5.00
Thuyền chèo (1-3 người)	$3.00	$1.50	$7.50
Thuyền độc mộc (1-3 người)	$3.00	$1.50	$7.50
Bè cao-su (1-2 người)	$2.00	$1.00	$5.00

A. $3.00
B. $4.00
C. $6.00
D. $7.50

6. Tối hôm qua tuyết rơi quá nhiều (vài inches). Bà Hoa không rõ các cháu có phải đi học hôm nay hay không. Bà ấy phải làm gì?

A. Gọi về đài khí tượng địa phương.
B. Đọc báo.
C. Nghe máy thầu thanh.
D. Gọi điện thoại cho ông thị trưởng.

7. Xe của cô Anh chạy trên xa lộ trung bình được 36 miles một ga-lông xăng. Nếu cô ấy đi 250 miles trên đường Pennsylvania Turnpike, hỏi cô ấy cần độ chừng bao nhiêu ga-lông xăng?

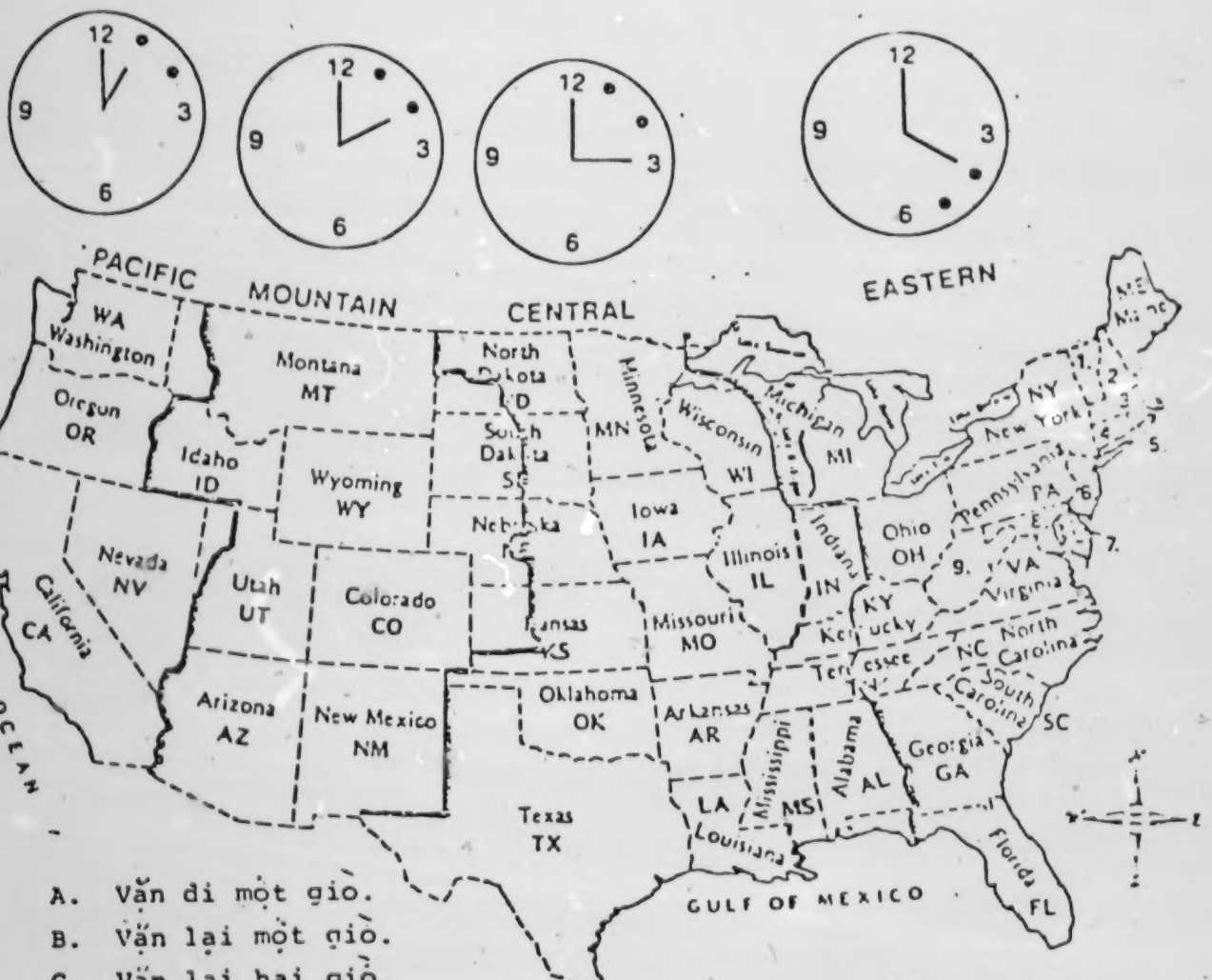
A. 7

B. 9

C. 214

D. 286

8. Ông Lý đang bay từ Philadelphia, Pennsylvania đến Chicago, Illinois. Hỏi ông ấy phải làm gì với chiếc đồng hồ tay của ông ta?



A. Vặn đi một giờ.

B. Vặn lại một giờ.

C. Vặn lại hai giờ.

D. Để như cũ.

9. Ông có thể mua vé loại nào rẻ nhất?

MUA 1979-1980		
Giá vé một người.	Hạng A/B	Hạng C
Sáng thứ Năm, thứ Bảy và Chủ-nhật, 2 giờ chiều.	$ 6.00	$4.00
Thứ Hai, thứ Ba và thứ Năm, 8 giờ tối.	$ 9.50	$6.50
Thứ Sáu và thứ Bảy 8 giờ rưỡi tối.	$10.00	$7.50

A. Những xuất hát sáng, hạng A/B.

B. Những xuất hát sáng, hạng C.

C. Những xuất hát tối trong tuần, hạng C.

D. Những xuất hát tối cuối tuần, hạng A/B.

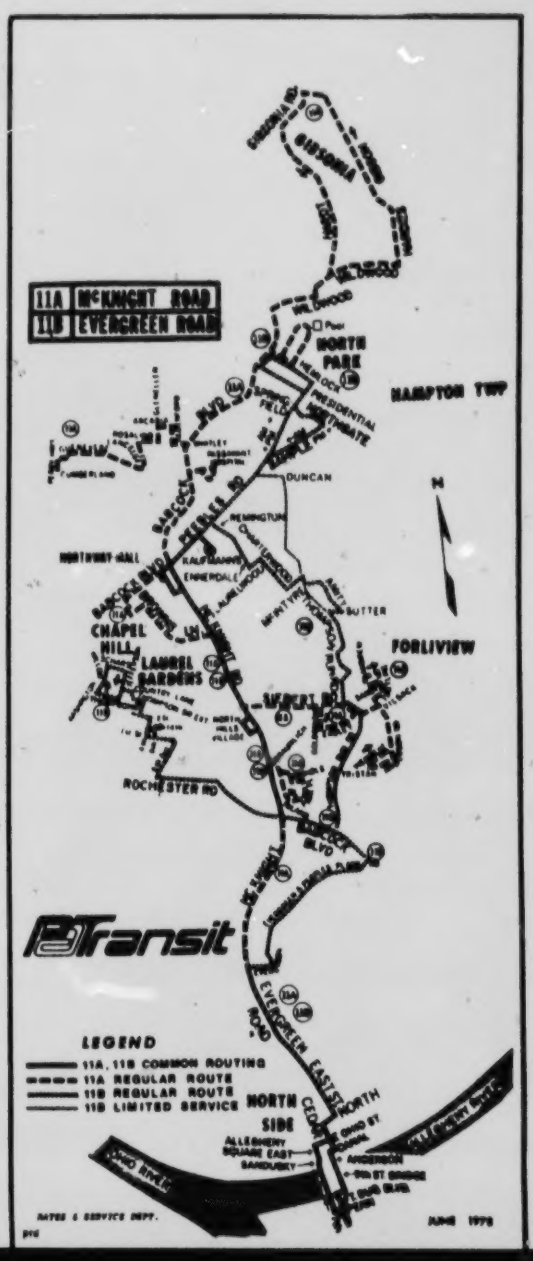
10. Cô Khánh muốn đi xe buýt từ phía Bắc tới Gibsonia. Cô ấy không muốn phải chuyển xe. Hỏi cô ấy phải đi xe nào?

A. 11A

B. 11B

C. 11B limited service.

D. Không một xe nào trong dãy.



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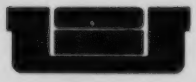


Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL PRE-TEST:

CONSUMER ECONOMICS

English Version

Student's Name _____
Last First Middle

Date of Birth _____ Sex _____

Native Language _____

Date _____ Score _____

Scorer's Name _____

CONSUMER ECONOMICS

1. The Belapolskys are making a family budget:

AVERAGE MONTHLY EXPENSES		
Essentials	Savings	Luxuries
Rent $275.00	$150.00	------
Utilities $75.00		
Food $150.00		
Transportation and Gasoline $40.00		
Clothing $40.00		
Medical Expenses $10.00		

Their take-home pay is $828.00 per month. How much can they spend on luxuries?

A. $ 88.00

B. $150.00

C. $188.00

D. $238.00

2. Carlos bought these things at the grocery store:

Taxable Items:		Non-Taxable Items:	
shaving cream	$1.01	bananas	$ .89
dog food	1.49	ground beef	2.17
		cheese	1.94

He also paid 6% sales tax on the taxable items. How much was his total bill?

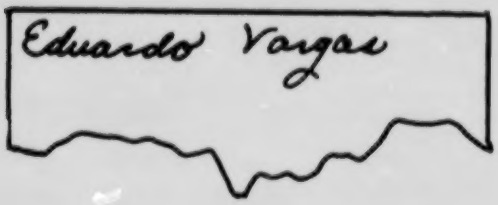
A. $ .15

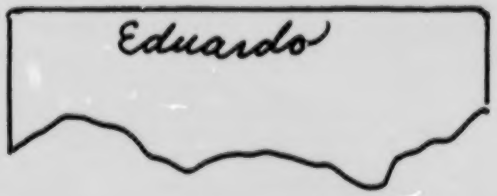
B. $7.50

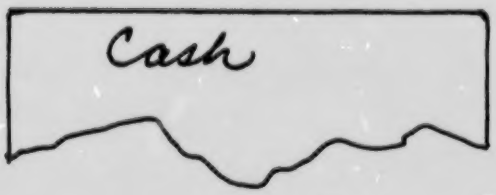
C. $7.65

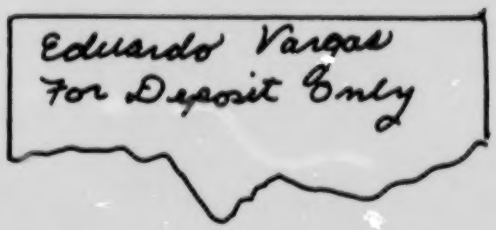
D. $7.95

3. Eduardo Vargas wants to cash a check at the bank. Lcok at the backs of the checksbelow. Which one can he cash?

A. 

B. 

C. 

D. 

4. Wagner's Supermarket carries three brands of grape juice of similar quality:

Brand	Size	Price
Brand X	32 ounces	$ .99
Brand Y	40 ounces	1.31
Brand Z	64 ounces	1.79

Which brand is the best buy?

A. All three are the same price
B. Brand X
C. Brand Y
D. Brand Z

5. Where can you generally <u>not</u> buy fresh fruits and vegetables?

   A. Farmer's market
   B. Department store
   C. Produce department
   D. Supermarket

6. Here is the ingredient label from a box of honey graham crackers:

> Ingredients: whole wheat flour, honey, unsulphured molasses, soy bean oil, leavening (sodium bicarbonate, ammonium bicarbonate), salt, lecithin, oil of lemon.

   Which ingredient does the company use the <u>most</u> of to make the crackers?

   A. Honey
   B. Oil of lemon
   C. Whole wheat flour
   D. Graham flour

7. Ling has to park her car at the airport overnight. She wants the car to be safe. What should she do?

   A. Remove the keys and valuables and lock the car.
   B. Lock the keys inside the car.
   C. Tell the police to watch her car.
   D. Let the air out of the tires.

8. Diem's new car has a one-year warranty on parts and labor. The transmission is not working well. What should he do?

   A. Try to fix it himself.
   B. Ask the dealer to fix it.
   C. Ask his friend to fix it.
   D. Leave it alone and try to ignore it.

9. Which will <u>not</u> help save energy?

A. Lowering the thermostat in winter.
B. Buying a bigger car.
C. Turning off unnecessary lights.
D. Insulating an attic.

10. Juan is cooking rice for his family. He needs to make enough rice for 6 people. This recipe is on the box:

Rice	Water	Salt	Number of Servings
½ cup	1 cup	½ teaspoon	1
1½ cups	3 cups	1½ teaspoons	3

How much rice will he need to use?

A. 2 cups
B. 3 cups
C. 4½ cups
D. 6 cups

(AIU use)

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ADULT PERFORMANCE LEVEL PRE-TEST:

LA ECONOMÍA DEL CONSUMIDOR

Versión Española

Nombre _____

Cumpleaños _____ Sexo _____

Fecha _____ Score _____

Scorer's Name _____

LA ECONOMÍA DEL CONSUMIDOR

1. La familia Belapolsky está preparando un presupuesto familiar:

PROMEDIO DE GASTOS MENSUALES		
Necesidades	Ahorros	Lujos
Alquiler $275.00	$150.00	____
Utilidades $75.00		
Comidas $150.00		
Transportación y Gasolina $40.00		
Ropa $40.00		
Gastos Médicos $10.00		

Su ingreso mensual es de $828.00. ¿Cuánto puede gastar en lujos?

A. $88.00

B. $150.00

C. $188.00

D. $238.00

2. Carlos compró estas cosas en el supermercado:

Artículos Sujetos a Impuestos:		Artículos No Sujetos a Impuestos:	
crema de afeitar	$1.01	guineos	$ .89
comida de perro	1.49	carne molida	2.17
		queso	1.94

También pagó un 6% de impuesto de venta por los artículos sujetos a impuestos. ¿Cuál fué su cuenta total?

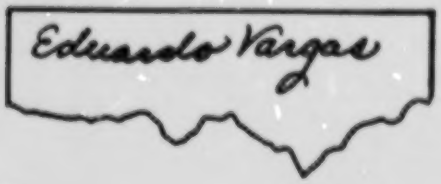
A. $ .15

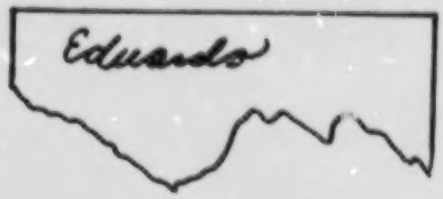
B. $7.50

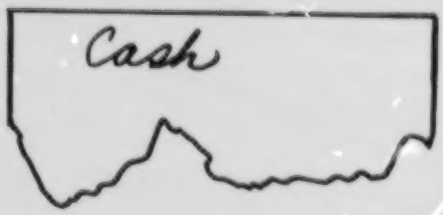
C. $7.65

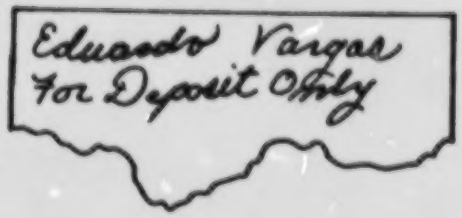
D. $7.95

3. Eduardo Vargas quiere cambiar un cheque. Mire la parte de atrás de los siguientes cheques. ¿Cuál puede cambiar?

A. 

B. 

C. 

D. 

4. El Supermercado Wagner tiene tres marcas de jugo de uva de igual calidad:

Marca	Tamaño	Precio
Marca X	32 onzas	$ .99
Marca Y	40 onzas	1.31
Marca Z	64 onzas	1.79

¿Cuál de las marcas es la mejor compra?

A. Todas son de un mismo precio.
B. Marca X
C. Marca Y
D. Marca Z

5. Generalmente, ¿en cuál de los siguientes lugares no podría usted comprar frutas y vegetales frescos?

   A. En el mercado.
   B. En una tienda por departamentos (un almacén).
   C. En una tienda de productos agrícolas.
   D. En el supermercado.

6. Estos son los ingredientes en la etiqueta de una caja de "honey graham crackers" (galletas de harina de trigo con miel):

> Ingredientes: Harina de trigo entero, miel, melaza, aceite de soya, levadura (bicarbonato sódico, bicarbonato amónico) sal, lecitina, aceite de limón.

   ¿Cuál de los ingredientes usa más la compañía para hacer las galletas?

   A. Miel
   B. Aceite de limón
   C. Harina de trigo entero
   D. Harina "graham".

7. Ling tiene que estacionar su carro en el aeropuerto durante la noche. Quiere que su carro esté seguro. ¿Qué tiene que hacer?

   A. Sacar las llaves y todo objeto de valor del carro, y cerrar el carro.
   B. Cerrar el carro con las llaves adentro.
   C. Decirle a la policía que vigile el carro.
   D. Sacarles el aire a las llantas.

8. El carro nuevo de Diem tiene un año de garantía en piezas y mantenimiento. La transmisión no está funcionando bien. ¿Qué debe hacer?

   A. Arreglarla él mismo.
   B. Pedirle a su distribuidor que se la arregle.
   C. Pedirle a su amigo que se la arregle.
   D. Despreocuparse del problema y olvidarlo.

9. ¿Cuál no ayudaría a conservar energía?

A. Bajar el termóstato durante el invierno.
B. Comprar un carro más grande.
C. Apagar luces innecesarias.
D. Insular el ático (desván).

10. Juan está cocinando arroz para su familia. Necesita hacer suficiente arroz para seis personas. Ésta es la receta que está en la caja:

Arroz	Agua	Sal	Porciones
½ taza	1 taza	½ cucharadita	1
1½ tazas	3 tazas	1½ cucharaditas	3

¿Cuánto arroz necesita usar?

A. 2 tazas
B. 3 tazas
C. 4½ tazas
D. 6 tazas

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BÀI THI TRẮC LƯỢNG CHO NGƯỜI LỚN:
CONSUMER ECONOMICS PRE-TEST
KINH TẾ CHO NGƯỜI TIÊU THỤ
(Vietnamese Version)

Tên họ học viên: _____
họ tên tên đệm

Ngày sinh _____ Nam hay nữ _____

Tiếng mẹ đẻ _____

Ngày thi _____ Điểm _____

Người chấm thi _____

KINH TẾ CHO NGƯỜI TIÊU THU

1. Gia dình ông Bình làm bản ngân-quỹ:

CHI TIÊU TRUNG BÌNH HÀNG THÁNG

Chính Yếu	Để dành	Xa xí phẩm
Tiền nhà: $275.00	$150.00	----------
Tiền điện nước: $75.00		
Tiền ăn: $150.00		
Tiền chuyên chở và sáng: $40.00		
Tiền thuốc men: $10.00		

Tiền lương mang về cho gia dình mỗi tháng là $828.00. Họ có thể chi tiêu bao nhiêu về xa xí phẩm?

A. $88.00

B. $150.00

C. $188.00

D. $238.00

2. Ông Cảnh mua những đồ dùng này ở tiệm tạp hóa:

Những món mắt thuế:		Những món không mắt thuế:	
Kem, cạo râu:	$1.01	Chuối:	$ .89
Thức ăn chó:	$1.49	Thịt bò xay:	$2.17
		Phó-mát:	$1.94

Ông ấy phải trả thêm 6% thuế cho những món mắt thuế. Ông ta chi tất cả là bao nhieu?

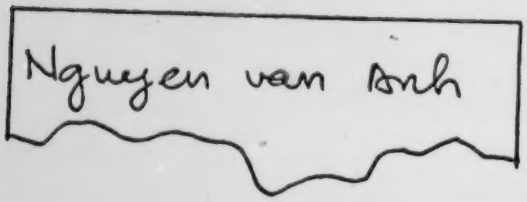
A. $ .15

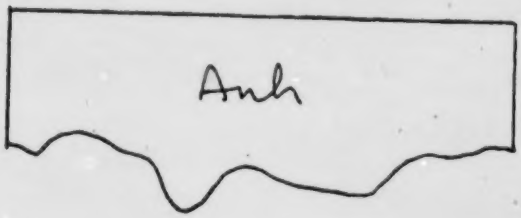
B. $7.50

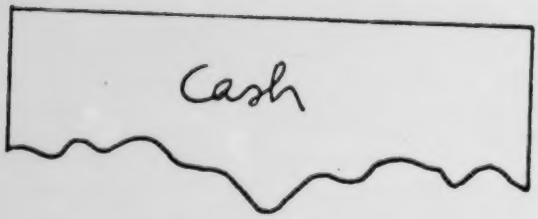
C. $7.65

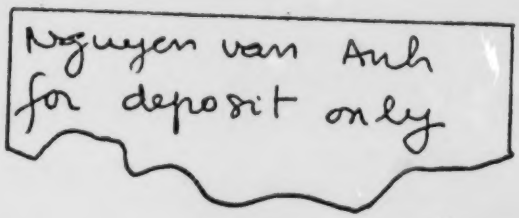
D. $7.95

3. Ông Nguyễn văn Anh muốn lĩnh tiền bốn chi-phiếu ở ngân hàng. Nhìn mặt sau của mỗi chi-phiếu dưới đây. Cái nào có thể lĩnh tiền được?









A. Nguyễn văn Anh
B. Anh
C. Cash
D. Nguyễn văn Anh
for deposit only

4. Siêu-thị Wagner có bán ba nhản hiệu nước nho giống nhau:

Hiệu	Trọng lượng	Giá
Hiệu X	32 ounces	$ .99
Hiệu Y	40 ounces	$1.31
Hiệu Z	64 ounces	$1.79

A. Cả ba diều một giá
B. Hiệu X
C. Hiệu Y
D. Hiệu Z

5. Nói nào mà bạn không có thể mua trái cây và rau tươi?

A. Chợ nông gia (farmer's market)
B. Cửa hiệu tạp hóa (department store)
C. Cửa hiệu nông phẩm
D. Siêu-thị

6. Đây là những hợp chất trên nhản hiệu hộp bánh bít-qui dòn Graham?

Hợp chất: Bột lúa mì nguyên chất, mật ong, mật mía, dầu đậu nành, men, muối, le-ci-thin, dầu chanh.

Những hợp chất nào hảng này dùng nhiều nhất để làm bánh bít-qui dòn?

A. Mật ong
B. Dầu chanh
C. Bột luá mì nguyên chất
D. Bột Graham

7. Cô Lan phải để xe cô ta ở sân bay qua đêm. Cô ấy muốn xe được an toàn. Cô ấy phải làm gì?

A. Lấy chìa khóa và đồ dáng giá ra rồi khóa xe lại.
B. Để chìa khóa trong xe và khóa xe lại.
C. Báo cảnh sát để họ trong chừng xe.
D. Xì lốp xe.

8. Xe mới của Điệm có một năm bảo đảm về đồ phụ tùng và công nhân. Hộp số xe xử dụng không được tốt. Vậy ông ta phải làm gì?

A. Tự sửa chửa lấy.
B. Nhờ ông chủ đại lý hảng xe sửa chữa cho.
C. Nhờ bạn anh ấy sửa hộ.
D. Để đó và quên nó đi.

9. Phương cách nào không giúp tiết kiệm nhiên-liệu?

A. Hạ thấp nhiệt độ máy sưởi vào mùa đông.

B. Mua xe lớn hơn.

C. Tắt những đèn không cần thiết.

D. Bọc thêm trần nhà lại.

10. Ông Tuấn nấu cơm cho gia đình. Ông ấy cần nấu đủ cơm cho sáu người ăn. Cách chỉ dẫn này ở trên hộp.

Gạo	Nước	Muối	Bao nhiêu phần ăn
1/2 cúp	1 cúp	1/2 thìa cà-phê	1
1 1/2 cup	3 cúp	1 1/2 thìa cà-phê	3

Ông ấy phải dùng bao nhiêu gạo?

A. 2 cúp

B. 3 cúp

C. 4 1/2 cúp

D. 6 cúp

(AIU use)

Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL POST-TEST:

CONSUMER ECONOMICS

English Version

Student's Name _____
Last First Middle

Date of Birth _____ Sex _____

Native Language _____

Date _____ Score _____

Scorer's Name _____

Hours of Instruction for This Topic _____

CONSUMER ECONOMICS

1. Which will <u>not</u> help save energy?

   A. Lowering the thermostat in winter.
   B. Buying a bigger car.
   C. Turning off unnecessary lights.
   D. Insulating an attic.

2. Ling has to park her car at the airport overnight. She wants the car to be safe. What should she do?

   A. Remove the keys and valuables and lock the car.
   B. Lock the keys inside the car.
   C. Tell the police to watch her car.
   D. Let the air out of the tires.

3. Wagner's Supermarket carries three brands of grape juice of similar quality:

Brand	Size	Price
Brand X	32 ounces	$ .99
Brand Y	40 ounces	1.31
Brand Z	64 ounces	1.79

   Which brand is the best buy?

   A. All three are the same price
   B. Brand X
   C. Brand Y
   D. Brand Z

4. Carlos bought these things at the grocery store:

Taxable Items:		Non-Taxable Items:	
shaving cream	$1.01	bananas	$ .89
dog food	1.49	ground beef	2.17
		cheese	1.94

He also paid 6% sales tax on the taxable items. How much was his total bill?

A. $ .15

B. $7.50

C. $7.65

D. $7.95

5. The Belapolskys are making a family budget:

AVERAGE MONTHLY EXPENSES

Essentials	Savings	Luxuries
Rent $275.00	$150.00	------
Utilities $75.00		
Food $150.00		
Transportation and Gasoline $40.00		
Clothing $40.00		
Medical Expenses $10.00		

Their take-home pay is $828.00 per month. How much can they spend on luxuries?

A. $ 88.00

B. $150.00

C. $188.00

D. $238.00

6. Juan is cooking rice for his family. He needs to make enough rice for 6 people. This recipe is on the box:

Rice	Water	Salt	Number of Servings
½ cup	1 cup	½ teaspoon	1
1½ cups	3 cups	1½ teaspoons	3

How much rice will he need to use?

A. 2 cups
B. 3 cups
C. 4½ cups
D. 6 cups

7. Diem's new car has a one-year warranty on parts and labor. The transmission is not working well. What should he do?

A. Try to fix it himself.
B. Ask the dealer to fix it.
C. Ask his friend to fix it.
D. Leave it alone and try to ignore it.

8. Here is the ingredient label from a box of honey graham crackers:

> Ingredients: whole wheat flour, honey, unsulphured molasses, soy bean oil, leavening (sodium bicarbonate, ammonium bicarbonate), salt, lecithin, oil of lemon.

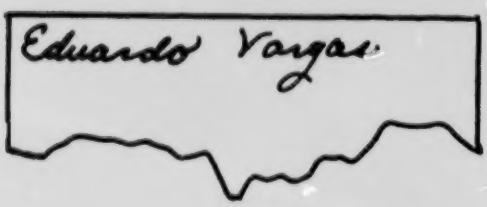
Which ingredient does the company use the <u>most</u> of to make the crackers?

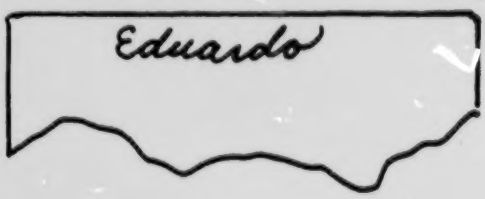
A. Honey
B. Oil of lemon
C. Whole wheat flour
D. Graham flour

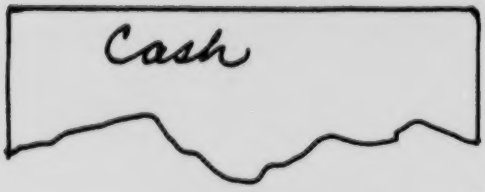
9. Where can you generally <u>not</u> buy fresh fruits and vegetables?

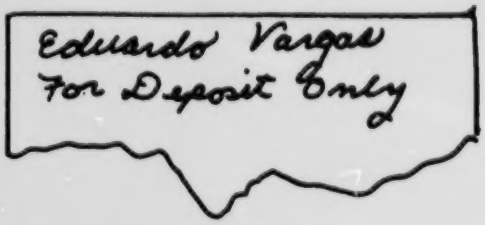
A. Farmer's market
B. Department store
C. Produce department
D. Supermarket

10. Eduardo Vargas wants to cash a check at the bank. Look at the backs of the checksbelow. Which one can he cash?

A. 

B. 

C. 

D. 

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ADULT PERFORMANCE LEVEL POST-TEST:

LA ECONOMÍA DEL CONSUMIDOR

Versión Española

Nombre _____

Cumpleaños _____ Sexo _____

Fecha _____ Score _____

Scorer's Name _____

Hours of Instruction for This Topic _____

LA ECONOMÍA DEL CONSUMIDOR

1. ¿Cuál no ayudaría a conservar energía?

   A. Bajar el termóstato durante el invierno.
   B. Comprar un carro más grande.
   C. Apagar luces innecesarias.
   D. Insular el ático (desván).

2. Ling tiene que estacionar su carro en el aeropuerto durante la noche. Quiere que su carro esté seguro. ¿Qué tiene que hacer?

   A. Sacar las llaves y todo objeto de valor del carro, y cerrar el carro.
   B. Cerrar el carro con las llaves adentro.
   C. Decirle a la policía que vigile el carro.
   D. Sacarles el aire a las llantas.

3. El Supermercado Wagner tiene tres marcas de jugo de uva de igual calidad:

Marca	Tamaño	Precio
Marca X	32 onzas	$ .99
Marca Y	40 onzas	1.31
Marca Z	64 onzas	1.79

¿Cuál de las marcas es la mejor compra?

   A. Todas son de un mismo precio.
   B. Marca X
   C. Marca Y
   D. Marca Z

4. La familia Belapolsky está preparando un presupuesto familiar:

PROMEDIO DE GASTOS MENSUALES			
Necesidades		Ahorros	Lujos
Alquiler	$275.00	$150.00	____
Utilidades	$75.00		
Comidas	$150.00		
Transportación y Gasolina	$40.00		
Ropa	$40.00		
Gastos Médicos	$10.00		

Su ingreso mensual es de $828.00. ¿Cuánto puede gastar en lujos?

A. $88.00

B. $150.00

C. $188.00

D. $238.00

5. Carlos compró estas cosas en el supermercado:

Artículos Sujetos a Impuestos:		Artículos No Sujetos a Impuestos:	
crema de afeitar	$1.01	guineos	$ .89
comida de perro	1.49	carne molida	2.17
		queso	1.94

También pagó un 6% de impuesto de venta por los artículos sujetos a impuestos. ¿Cuál fué su cuenta total?

A. $ .15

B. $7.50

C. $7.65

D. $7.95

6. Juan está cocinando arroz para su familia. Necesita hacer suficiente arroz para seis personas. Ésta es la receta que está en la caja:

Arroz	Agua	Sal	Porciones
½ taza	1 taza	½ cucharadita	1
1½ tazas	3 tazas	1½ cucharaditas	3

¿Cuánto arroz necesita usar?

A. 2 tazas
B. 3 tazas
C. 4½ tazas
D. 6 tazas

7. El carro nuevo de Diem tiene un año de garantía en piezas y mantenimiento. La transmisión no está funcionando bien. ¿Qué debe hacer?

A. Arreglarla él mismo.
B. Pedirle a su distribuidor que se la arregle.
C. Pedirle a su amigo que se la arregle.
D. Despreocuparse del problema y olvidarlo.

8. Estos son los ingredientes en la etiqueta de una caja de "honey graham crackers" (galletas de harina de trigo con miel):

> Ingredientes: Harina de trigo entero, miel, melaza, aceite de soya, levadura (bicarbonato sódico, bicarbonato amónico) sal, lecitina, aceite de limón.

¿Cuál de los ingredientes usa más la compañía para hacer las galletas?

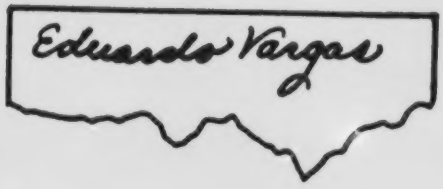
A. Miel
B. Aceite de limón
C. Harina de trigo entero
D. Harina "graham".

9. Generalmente, ¿en cuál de los siguientes lugares no podría usted comprar frutas y vegetales frescos?

A. En el mercado.
B. En una tienda por departamentos (un almacén).
C. En una tienda de productos agrícolas.
D. En el supermercado.

10. Eduardo Vargas quiere cambiar un cheque. Mire la parte de atrás de los siguientes cheques. ¿Cuál puede cambiar?

A.



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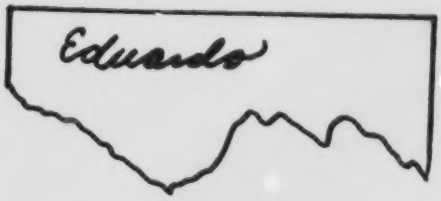

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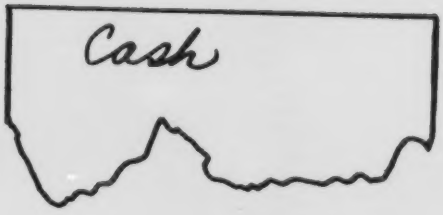

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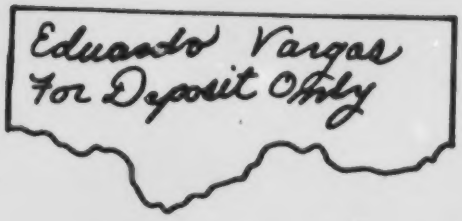

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BÀI THI TRẮC LƯỢNG CHO NGƯỜI LỚN:

KINH TẾ CHO NGƯỜI TIÊU THỤ
CONSUMER ECONOMICS POST-TEST
(Vietnamese Version)

Tên họ học viên: _____
họ tên ten đệm

Ngày sinh _____ Nam hay nữ _____

Tiếng mẹ đẻ _____

Ngày thi _____ Điểm _____

Người chấm thi _____

Số giờ được giảng về đề mục này : _____

1. Những cách nào không giúp tiết kiệm nhiên liệu?

A. Hạ thấp nhiệt độ máy sưởi vào mùa đông.

B. Mua xe lớn hơn.

C. Tắt những đèn không cần thiết.

D. Bọc thêm trần nhà lại.

2. Cô Ling phải để xe cô ta ở sân bay qua đêm. Cô ấy muốn xe được an toàn. Cô ấy phải làm gì?

A. Lấy chìa khóa và đồ đáng giá ra, rồi khóa xe lại.

B. Để chìa khóa trong xe và khóa xe lại.

C. Báo Cảnh Sát, nhờ họ trong chừng đêm xe.

D. Xì lốp xe.

3. Siêu thị Wagner có bán ba nhãn hiệu nước nho giống nhau:

Brand	Size	Price
Hiệu X	32 ounces	$ .99
Hiệu Y	40 ounces	$ 1.31
Hiệu Z	64 ounces	$ 1.79

Hiệu nào nên mua?

A. Cả ba đều một giá.

B. Hiệu X

C. Hiệu Y

D. Hiệu Z

4. Ông Carlos mua những đồ dùng này ở tiệm tạp hóa:

Những món mất thuế:		Những món không mất thuế:	
Kem cạo râu:	$1.01	Chuối:	$ .89
Thức ăn chó:	$1.49	THỊT bò xay:	$ 2.17
		Thỏ mát:	$ [illegible]

Ông ấy phải trả thêm 6% thuế cho những món phải mất thuế. Vậy Ông Carlos phải chi tất cả là bao nhiêu?

A. $ .15
B. $ 7.50
C. $ 7.65
D. $ 7.95

5. Gia đình Ông Belapolskys làm bản ngân quỹ:

CHI TIÊU HÀNG THÁNG

Chính yếu:	Để dành	xa xỉ phẩm
Tiền nhà: $275.00	$150.00	
Tiền điện nước: $75.00		
Tiền ăn: $150.00		
Tiền chuyên chở và sắng :$40.00		
Tiền thuốc men: $10.00		
Tiền quần áo: $40.00		

Tiền lương mang về cho gia đình mỗitháng là $828.00. Họ có thể chi tiêu bao nhiêu về xa xỉ phẩm?

A. $88.00
B. $150.00
C. $188.00
D. $238.00

6. Ông Duẩn nấu cơm cho gia đình. Ông ấy cần nấu đủ cỏ 6 người ăn. Cách chỉ dẫn nấy ở trên hộp.

Gạo	Nước	Muối	Bao nhiêu phần ăn
½ cup gạo	1 cup nước	½thìa cafe muối	1
1½ cup	3 cup	1½ thìa cafe muối	3

Ông ấy phải dùng bao nhiêu gạo?

A. 2 cup
B. 3 cup
C. 4½ cup
D. 6 cup

7. Xe mối của Diêm có một nắm bảo đảm về đồ phụ tùng và công nhân. Hộp số xe xử dụng không được tốt. Vậy ÔNG TA phải làm gì?

A. Tự sửa chữa lấy.
B. Nhổ Ông chủ đại lý hãng xe sửa chữa cho.
C. Nhổ bạn anh ấy sửa cho.
D. Để đó và quên nó đi.

8. Đây là những hộp chất trên nhản hiệu hộp bánh "Honey graham cracker"

Ingredients: whole wheat flour, honey, unsulphured molasses, soy bean oil, leavening (sodium bicarbonate, ammonium bicarbonate), lecithin, oil of lemon.
Bộtlúa mì nguyên chất , mật ông, mật mía. dầu đậu nành, men, muối, lecithin, dầu chanh.

Những hộp chất nào hảng nấy dũng nhiều nhất để làm bánh bit-qui dõn.

A. Mật ông.
B. Dầu chanh.
C. Bột lúa mì nguyên chất.
D. Bột Graham.

9. Nơi nào ta bạn có thể mua trái cây và rau tươi?

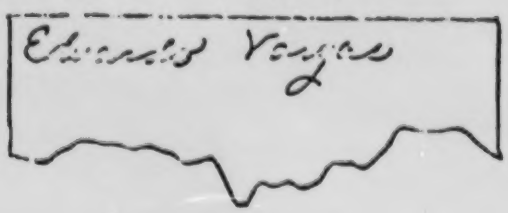
A. Chợ gia nông (farmer's market)

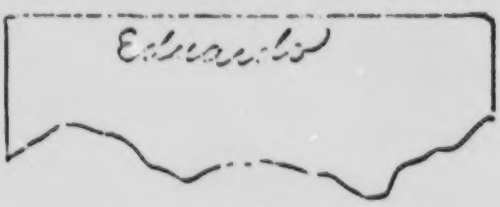
B. Cửa hiệu tạp hóa (department store)

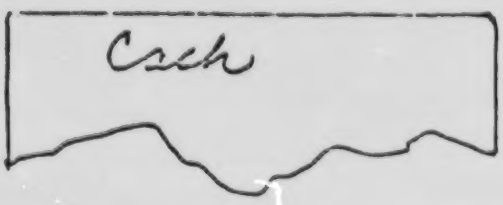
C. Cửa hiệu nông phẩm.

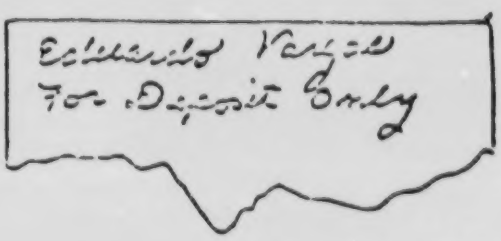
D. Siêu thị.

10. Eduardo Vargas muốn lãnh tiền mặt tại ngân hàng. Nhìn vào mặt sau của mỗi chi phiếu dưới đây, cái nào có thể lãnh tiền mặt được?

A. 

B. 

C. 

D. 

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ADULT PERFORMANCE LEVEL PRE-TEST:

GOVERNMENT AND LAW

English Version

Student's Name _____
Last First Middle

Date of Birth _____ Sex _____

Native Language _____

Date _____ Score _____

Scorer's Name _____

GOVERNMENT AND LAW

1. How many U.S. Senators does each state have?

   A. 1
   B. 2
   C. 50
   D. It depends on each state's population.

2. Sometimes people say that a law or an activity is "unconstitutional," or against the U.S. Constitution. In the end, who decides what is constitutional and what is unconstitutional?

   A. The Congress
   B. The Cabinet
   C. The President
   D. The Supreme Court

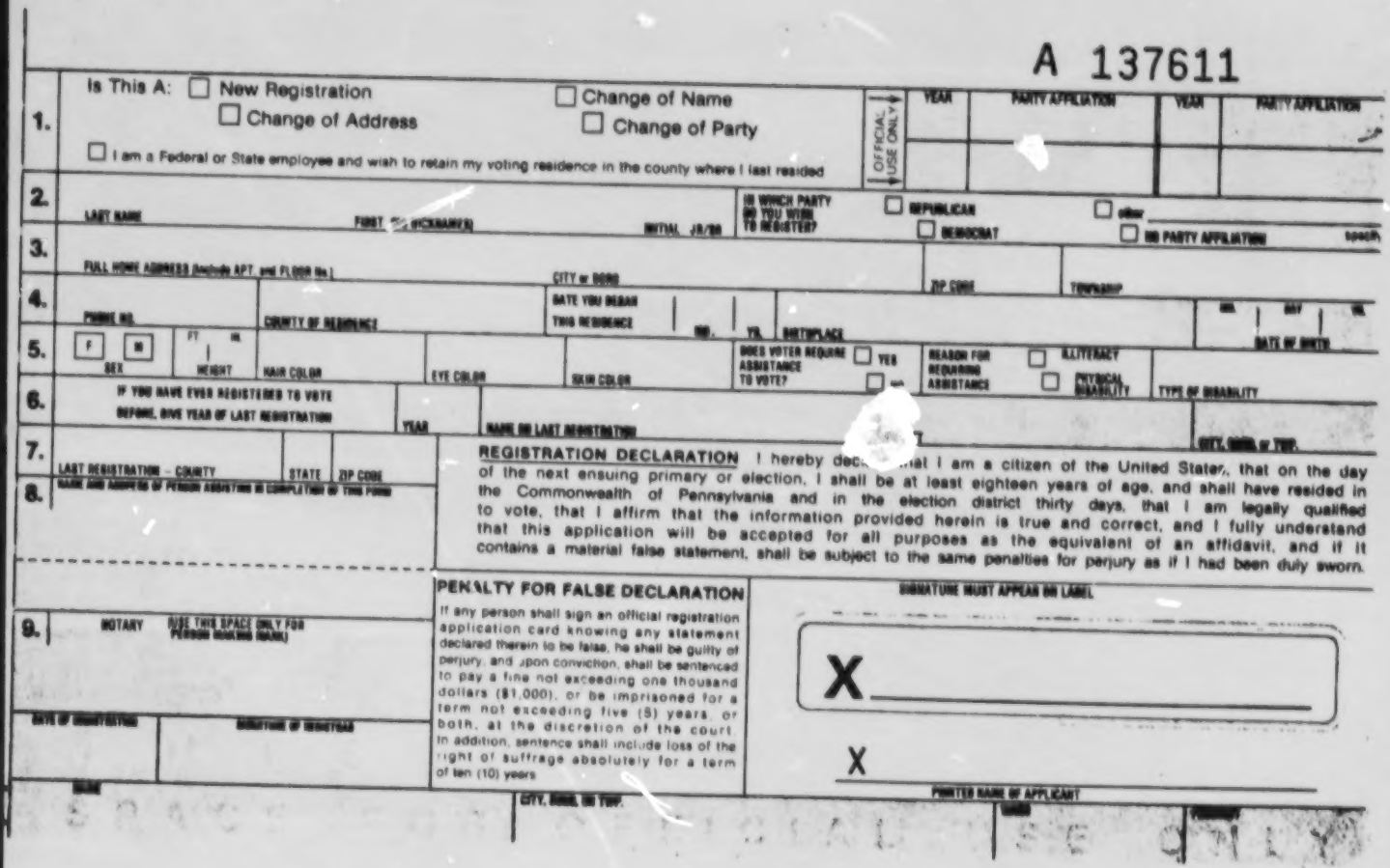
3. Which is/are true about voting in the U.S.?

   A. You must speak English very well.
   B. You must be 21 years old.
   C. You must be a U.S. citizen.
   D. All of these.

4. A policeman comes to Anita's door. He says that he wants to look around her apartment for drugs. What should Anita do?

   A. Ask to see the search warrant.
   B. Let him search her apartment.
   C. Try to run away.
   D. Tell him that she does have drugs.

5.


A 137611
1. Is This A: New Registration
Change of Name
Change of Address
Change of Party
I am a Federal or State employee and wish to retain my voting residence in the county where I last resided
OFFICIAL USE ONLY
YEAR
PARTY AFFILIATION
YEAR
PARTY AFFILIATION
2. LAST NAME
FIRST
INITIAL
IN WHICH PARTY DO YOU WISH TO REGISTER?
REPUBLICAN
DEMOCRAT
other
NO PARTY AFFILIATION
3. FULL HOME ADDRESS (Include APT. and FLOOR No.)
CITY or BORO
ZIP CODE
TOWNSHIP
4. PHONE NO.
COUNTY OF RESIDENCE
DATE YOU BEGAN THIS RESIDENCE
NO.
YR.
BIRTHPLACE
MO.
DAY
YR.
DATE OF BIRTH
5. SEX
HEIGHT
HAIR COLOR
EYE COLOR
SKIN COLOR
DOES VOTER REQUIRE ASSISTANCE TO VOTE?
YES
REASON FOR REQUIRING ASSISTANCE
ILLITERACY
PHYSICAL DISABILITY
TYPE OF DISABILITY
6. IF YOU HAVE EVER REGISTERED TO VOTE BEFORE, GIVE YEAR OF LAST REGISTRATION
YEAR
NAME ON LAST REGISTRATION
7. LAST REGISTRATION - COUNTY
STATE
ZIP CODE
8. NAME AND ADDRESS OF PERSON ASSISTING IN COMPLETION OF THIS FORM
REGISTRATION DECLARATION I hereby declare that I am a citizen of the United States, that on the day of the next ensuing primary or election, I shall be at least eighteen years of age, and shall have resided in the Commonwealth of Pennsylvania and in the election district thirty days, that I am legally qualified to vote, that I affirm that the information provided herein is true and correct, and I fully understand that this application will be accepted for all purposes as the equivalent of an affidavit, and if it contains a material false statement, shall be subject to the same penalties for perjury as if I had been duly sworn.
PENALTY FOR FALSE DECLARATION
If any person shall sign an official registration application card knowing any statement declared therein to be false, he shall be guilty of perjury, and upon conviction, shall be sentenced to pay a fine not exceeding one thousand dollars ($1,000), or be imprisoned for a term not exceeding five (5) years, or both, at the discretion of the court. In addition, sentence shall include loss of the right of suffrage absolutely for a term of ten (10) years
SIGNATURE MUST APPEAR ON LABEL
X
X
PRINTED NAME OF APPLICANT
9. NOTARY USE THIS SPACE ONLY FOR PERSON MAKING MARK
DATE OF REGISTERING
SIGNATURE OF REGISTRAR
SEAL
CITY, BORO, OR TWP.
OFFICIAL USE ONLY

Juan is a registered Democrat. Now he wants to register as a Republican. How should he complete Item 1?

A. New Registration
B. Change of Address
C. Change of Name
D. Change of Party.

6. According to the law, which kind of crime is the <u>most</u> serious?

A. Misdemeanor
B. Traffic Violation
C. Felony
D. "White Collar" Crime

7. Cuong needs to find a lawyer to defend him in court. How can he find one?

A. Call the County Bar Association.
B. Ask the court to appoint a lawyer for him.
C. Find a lawyer in the Yellow Pages.
D. Any of these.

8. Henry was arrested by the police. Which is/are true?

A. Henry must answer all the questions the police ask him.
B. He can have a lawyer, even if he has no money.
C. He has to sign a confession or a denial.
D. All of these.

9.

Form **1040A** Department of the Treasury—Internal Revenue Service **U.S. Individual Income Tax Return** **1978**

Use IRS label. Otherwise, please print or type.

Your first name and initial (if joint return, also give spouse's name and initial) | Last name | Your social security number

Present home address (Number and street, including apartment number, or rural route) | Spouse's social security no.

City, town or post office, State and ZIP code | Your occupation

Do you want $1 to go to the Presidential Election Campaign Fund? Yes No
If joint return, does your spouse want $1 to go to this fund? Yes No
Note: Checking Yes will not increase your tax or reduce your refund. | Spouse's occupation

For Privacy Act Notice, see page 5 of Instructions

Filing Status — Check Only One Box

1 ☐ Single
2 ☐ Married filing joint return (even if only one had income)
3 ☐ Married filing separate return. If spouse is also filing, give spouse's social security number in the space above and enter full name here ▶
4 ☐ Unmarried head of household. Enter qualifying name ▶ . See page 11 of Instructions.

Mr. and Mrs. Matas both have jobs. They want to file one income tax return. Which box should they check (✓) for "Filing Status"?

A. 1 - Single.
B. 2 - Married filing joint return.
C. 3 - Married filing separate return.
D. 4 - Unmarried head of household.

10. How did Senator John Heinz vote on bill S. 1873?

Here's How They Voted In Congress

From Washington Bureau

WASHINGTON — Record votes in Congress last week included:

SENATE

S.1873, a bill providing a procedure to discipline federal judges who are not performing up to par. The bill would set up judicial councils to hear complaints against judges, with a new court to review the council findings. Under current law, the only way to discipline a federal judge is through impeachment.

FINAL PASSAGE: 56-33.

FOR: Richard S. Schweiker, R-Pa.; John Glenn, D-Ohio; Robert C. Byrd, D-W.Va.

AGAINST: John Heinz, R-Pa.; Jennings Randolph, D-W.Va.; Howard Metzenbaum, D-Ohio. • • •

H.R.4986, a bill to gradually lift rate ceilings on time and savings deposits, and to allow banks and other financial institutions to offer interest bearing checking accounts

Rejected 57-38, a substitute bill that would have permitted all financial institutions to pay interest on checking accounts, as of Sept. 1, 1980, and would have overturned a court decision earlier this year that declared illegal several interest-bearing transactions by banks, savings and loans, and credit unions.

FOR: Byrd, Randolph, Metzenbaum.

AGAINST: Heinz, Schweiker, Glenn.

Adopted 61-32, an amendment to allow states the same rights regarding trust companies as they now have with banks.

FOR: Byrd, Glenn, Randolph, Metzenbaum.

AGAINST: Heinz and Schweiker.

FINAL PASSAGE: 76-9.

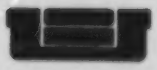
FOR: Schweiker, Metzenbaum, Byrd, Randolph.

NOT VOTING: Heinz and Glenn.

A. He voted for it.
B. He voted against it.
C. He decided not to vote.
D. He was absent.

JRG, 11/79

(AIU use)



Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL PRE-TEST:

EL GOBIERNO Y LA LEY

Versión Española

Nombre _____

Cumpleaños _____ Sexo _____

Fecha _____ Score _____

Scorer's Name _____

EL GOBIERNO Y LA LEY

1. ¿Cuántos Senadores tiene cade estado de los EE.UU. en el Congreso?

   A. 1
   B. 2
   C. 50
   D. Depende de la población de cada estado.

2. Algunas veces la gente dice que una ley o alguna actividad es "inconstitucional", o en contra de la constitución americana. Al final, ¿quién decide cuál es constitucional y cuál es inconstitucional?

   A. El Congreso
   B. El Gabinete de Ministros del Estado
   C. El Presidente
   D. La Corte Suprema

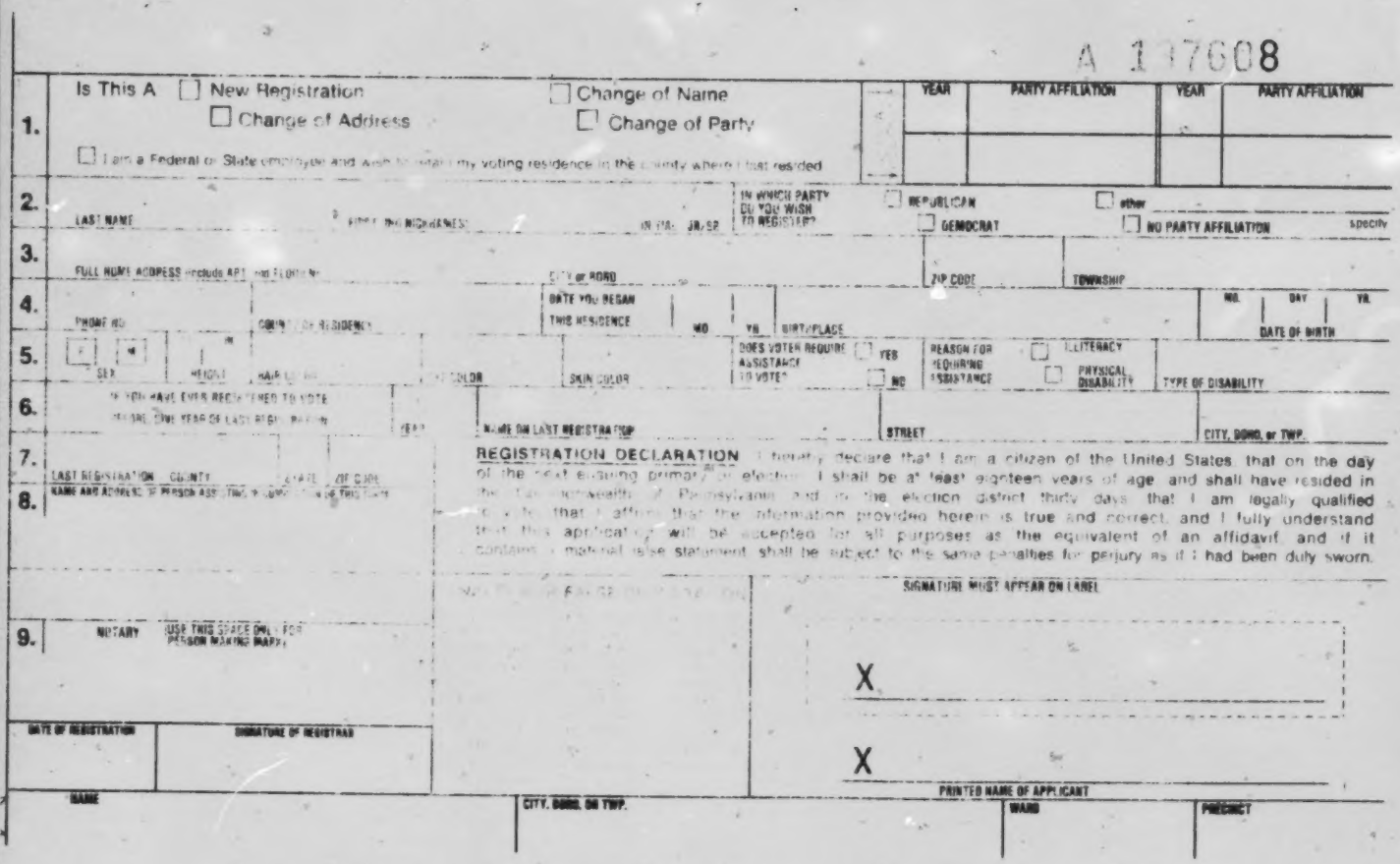
3. Qué cosa(s) es/son verdadera(s) acerca del derecho al voto en los Estados Unidos?

   A. Uno debe de hablar inglés muy bien.
   B. Uno debe de tener 21 años.
   C. Uno debe ser ciudadano americano.
   D. Todos los anteriores.

4. Un policía llama a la puerta de Anita. Le dice que quiere mirar en su apartamento a ver si hay drogas. ¿Qué debe de hacer Anita?

   A. Pedirle la orden de allanamiento.
   B. Dejarle buscar en el apartamento.
   C. Tratar de escaparse.
   D. Decirle que tiene drogas.

5. 2


A 117608
Is This A New Registration
Change of Name
Change of Address
Change of Party
I am a Federal or State employee and wish to retain my voting residence in the county where I last resided
YEAR
PARTY AFFILIATION
YEAR
PARTY AFFILIATION
LAST NAME
IN WHICH PARTY DO YOU WISH TO REGISTER?
REPUBLICAN
other
DEMOCRAT
NO PARTY AFFILIATION
specify
FULL HOME ADDRESS include APT. and FLOOR No.
CITY or BORO
ZIP CODE
TOWNSHIP
PHONE NO.
COUNTY OF RESIDENCY
DATE YOU BEGAN THIS RESIDENCE
MO.
YR.
BIRTHPLACE
MO.
DAY
YR.
DATE OF BIRTH
SEX
HEIGHT
HAIR COLOR
SKIN COLOR
DOES VOTER REQUIRE ASSISTANCE TO VOTE?
YES
NO
REASON FOR REQUIRING ASSISTANCE
LITERACY
PHYSICAL DISABILITY
TYPE OF DISABILITY
IF YOU HAVE EVER REGISTERED TO VOTE
GIVE THE YEAR OF LAST REGISTRATION
YEAR
NAME ON LAST REGISTRATION
STREET
CITY, BORO, or TWP.
LAST REGISTRATION COUNTY
STATE OF CODE
NAME AND ADDRESS OF PERSON ASSISTING VOTER IF THIS IS DONE
REGISTRATION DECLARATION I hereby declare that I am a citizen of the United States, that on the day of the next ensuing primary or election I shall be at least eighteen years of age and shall have resided in the Commonwealth of Pennsylvania and in the election district thirty days; that I am legally qualified to vote; that I affirm that the information provided herein is true and correct, and I fully understand that this application will be accepted for all purposes as the equivalent of an affidavit, and if it contains a material false statement, shall be subject to the same penalties for perjury as if I had been duly sworn.
SIGNATURE MUST APPEAR ON LABEL
X
X
NOTARY (USE THIS SPACE ONLY FOR PERSON MAKING MARK)
DATE OF REGISTRATION
SIGNATURE OF REGISTRAR
PRINTED NAME OF APPLICANT
NAME
CITY, BORO, OR TWP.
WARD
PRECINCT

Juan está inscrito como Demócrata. Ahora quiere inscribirse como Republicano. ¿Cómo debe de completar el primer encasillado?

A. New Registration (Nueva Inscripción)
B. Change of Address (Cambio de Dirección)
C. Change of Name (Cambio de Nombre)
D. Change of Party (Cambio de Partido)

6. De acuerdo con la ley, ¿cuál de estos crímenes es el más serio?

A. Mala conducta (Delito de menor cuantía)
B. Violación de tránsito
C. Delito castigable con la cárcel (Delito de mayor cuantía)
D. Robar equipo, materiales, o dinero en el trabajo.

7. Cuong necesita encontrar un abogado que lo defienda en corte. ¿Cómo puede encontrarlo?

   A. Llamar a la asociación de abogados del condado.
   B. Pedirle a la corte que le suministre a un abogado.
   C. Buscar un abogado en las páginas amarillas.
   D. Cualquiera de éstos.

8. Enrique fué arrestado por la policía. ¿Cuál/cuáles de las siguientes cosas es/son verdadera(s)?

   A. Enrique debe contestar todas las preguntas hechas por la policía.
   B. El puede tener un abogado aunque no tenga dinero.
   C. El tiene que firmar una confesión o negación de las hechos.
   D. Todas estas cosas.

9.

Form **1040A** Department of the Treasury—Internal Revenue Service **U.S. Individual Income Tax Return** **1978**

Use IRS label. Otherwise, please print or type.	Your first name and initial (if joint return, also give spouse's name and initial)	Last name	Your social security number
	Present home address (Number and street, including apartment number, or rural route)		Spouse's social security no.
	City, town or post office, State and ZIP code		Your occupation
▶ Do you want $1 to go to the Presidential Election Campaign Fund? If joint return, does your spouse want $1 to go to this fund?		Yes / Yes — No / No — Note: Checking Yes will not increase your tax or reduce your refund.	Spouse's occupation

Filing Status — Check Only One Box

1 ☐ Single — For Privacy Act Notice, see page 5 of Instructions

2 ☐ Married filing joint return (even if only one had income)

3 ☐ Married filing separate return. If spouse is also filing, give spouse's social security number in the space above and enter full name here ▶

4 ☐ Unmarried head of household. Enter qualifying name ▶ . See page 11 of Instructions.

El Sr. y la Sra. Matas ambos trabajan. Quieren llenar una sola planilla de contribuciones (impuestos). ¿Cuál encasillado deben de marcar sobre su estado legal?

A. 1 - Single (Soltero)
B. 2 - Married filing joint return (Casados llenando planilla juntos)
C. 3 - Married filing separate return (Casados llenando planilla por separado)
D. 4 - Unmarried head of household (Soltero jefe de casa)

10. ¿Cómo votó el Senador John Heinz en el proyecto de ley S. 1873?

Here's How They Voted In Congress

From Washington Bureau

WASHINGTON — Record votes in Congress last week included:

SENATE

S.1873, a bill providing a procedure to discipline federal judges who are not performing up to par. The bill would set up judicial councils to hear complaints against judges, with a new court to review the council findings. Under current law, the only way to discipline a federal judge is through impeachment.

FINAL PASSAGE: 56-33.

FOR: Richard S. Schweiker, R-Pa.; John Glenn, D-Ohio; Robert C. Byrd, D-W.Va.

AGAINST: John Heinz, R-Pa.; Jennings Randolph, D-W.Va.; Howard Metzenbaum, D-Ohio. • • •

H.R.4986, a bill to gradually lift rate ceilings on time and savings deposits, and to allow banks and other financial institutions to offer interest bearing checking accounts

Rejected 57-38, a substitute bill that would have permitted all financial institutions to pay interest on checking accounts, as of Sept. 1, 1980, and would have overturned a court decision earlier this year that declared illegal several interest-bearing transactions by banks, savings and loans, and credit unions.

FOR: Byrd, Randolph, Metzenbaum.

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FOR: Byrd, Glenn, Randolph, Metzenbaum.

AGAINST: Heinz and Schweiker.

FINAL PASSAGE: 76-9.

FOR: Schweiker, Metzenbaum, Byrd, Randolph.

NOT VOTING: Heinz and Glenn.

HERE'S HOW THEY VOTED IN CONGRESS =
AQUÍ ESTÁ COMO VOTARON EN EL CONGRESO

FOR = A FAVOR

AGAINST = EN CONTRA

FINAL PASSAGE = DECISIÓN FINAL A FAVOR

NOT VOTING = SE ABSTUVIERON

A. Votó a favor.
B. Voto en contra.
C. Se abstuvo.
D. Estuvo ausente.

JRG/AR/EC, 1/80

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ADULT PERFORMANCE LEVEL PRE-TEST:

GOVERNMENT AND LAW

CHÍNH QUYỀN VA LUẬT PHÁP

(Vietnamese Version)

Tên họ học viến: _____
họ tên tên đệm

Ngày sinh _____ Nam hay nữ _____

Tiếng mẹ đẻ _____

Ngày thi _____ Điểm _____

Người châm thi _____

CHÍNH QUYỀN VÀ LUẬT PHÁP

1. Có bao nhiêu thượng nghị-sĩ cho mỗi tiểu bang Hoa-Kỳ?

   A. 1
   B. 2
   C. 50
   D. Tùy theo dân số của từng tiểu bang.

2. Nhiều người cho rằng có những luật-lệ hay hành động không phù-hợp với hiến-pháp hoặc phản lại tinh thần hiến-pháp Hoa-Kỳ. Sau cùng, ai có thể quyết định thế nào là phù-hợp hay không phù-hợp với hiến-pháp?

   A. Quốc hội.
   B. Nội các Chánh phủ.
   C. Tổng thống.
   D. Tối cao pháp-viện.

3. Một vài điều-kiện nào sau đây là đúng cho việc bỏ phiếu ở Hoa-Kỳ?

   A. Bạn phải nói giỏi Anh-văn.
   B. Bạn phải trên 21 tuổi.
   C. Bạn phải là công dân Mỹ.
   D. Tất cả các điều trên.

4. Một nhân viên cảnh sát đến gõ cửa nhà cô Anh. Ông ấy bảo là ông ta muốn vào nhà lục-soát để tìm ma-túy. Vậy cô Anh phải làm gì?

   A. Hỏi viên cảnh sát cho xem giấy xét nhà.
   B. Để cho viên cảnh sát tự ý lục soát.
   C. Tìm cách chạy trốn.
   D. Nói với viên cảnh sát là cô ta không có ma-túy.

A 137611

1. Is This A ☐ New Registration ☐ Change of Name ☐ Change of Address ☐ Change of Party
☐ I am a Federal or State employee and wish to retain my voting residence in the county where I last resided

YEAR	PARTY AFFILIATION	YEAR	PARTY AFFILIATION

2. LAST NAME FIRST AND NICKNAME MIDDLE INITIAL JR/SR
IN WHICH PARTY DO YOU WISH TO REGISTER? ☐ REPUBLICAN ☐ DEMOCRAT ☐ other ☐ NO PARTY AFFILIATION

3. FULL HOME ADDRESS (Include APT. and FLOOR No.) CITY or BORO ZIP CODE TOWNSHIP

4. PHONE NO. DATE OF RESIDENCE DATE YOU BEGAN THIS RESIDENCE MO YR BIRTHPLACE DAY YR DATE OF BIRTH

5. SEX RACE AGE HEIGHT HAIR COLOR EYE COLOR SKIN COLOR DOES VOTER REQUIRE ASSISTANCE TO VOTE? ☐ YES ☐ NO REASON FOR REQUIRING ASSISTANCE ☐ ILLITERACY ☐ PHYSICAL DISABILITY TYPE OF DISABILITY

6. IF YOU HAVE EVER REGISTERED TO VOTE BEFORE GIVE YEAR OF LAST REGISTRATION YEAR NAME ON LAST REGISTRATION STREET CITY, BORO, or TWP

7. LAST REGISTRATION COUNTY STATE ZIP CODE

8. NAME AND ADDRESS OF PERSON ASSISTING IN COMPLETION OF THIS FORM

REGISTRATION DECLARATION I hereby declare that I am a citizen of the United States, that on the day of the next ensuing primary or election I shall be at least eighteen years of age and shall have resided in the Commonwealth of Pennsylvania and in the election district thirty days, that I am legally qualified to vote, that I affirm that the information provided herein is true and correct, and I fully understand that this application will be accepted for all purposes as the equivalent of an affidavit, and if it contains a material false statement, shall be subject to the same penalties for perjury as if I had been duly sworn.

PENALTY FOR FALSE DECLARATION If any person shall sign an official registration application card knowing any statement on said card to be false, he shall be guilty of [illegible] punishable by a fine not exceeding one thousand dollars ($1,000), or be imprisoned for a term not exceeding five (5) years, or both, at the discretion of the court. In addition, sentence shall result in loss of the right of suffrage absolutely for a term of ten (10) years.

SIGNATURE MUST APPEAR ON LABEL

X _____

X _____

9. NOTARY (USE THIS SPACE ONLY FOR PERSON MAKING MARK)

DATE OF REGISTRATION SIGNATURE OF REGISTRAR

WARD CITY, BORO, OR TWP PRINTED NAME OF APPLICANT WARD PRECINCT

Tuấn đã đăng ký cho đảng Dân Chủ. Giờ đây anh ta muốn đổi sang đảng Cộng Hòa. Anh ta đánh dấu ở ô nào khi điền vào điều khoản 1?

A. Đăng ký mới (new Registration).
B. Đổi địa-chỉ (change of address).
C. Đổi tên (change of name).
D. Đổi đảng (change of party).

6. Theo luật-pháp thì loại tội phạm nào được xem là nặng nhất?

A. Nhục mạ.
B. Vi-phạm luật lưu-thông.
C. Tội sát nhân.
D. Tội lường gạt, gian lận.

7. Ông Cường cần tìm 1 luật-sư bào chữa cho ông ở tòa án. Vậy ông ta tìm ở đâu?

A. Gọi hội luật-sư.
B. Xin tòa án cử ông ta 1 người luật-sư.
C. Tìm luật-sư trong quyển niên giám điện thoại.
D. Bất cứ điều nào ở trên cũng được.

8. Ông Hùng bị cảnh sát bắt giữ. Một hoặc vài điều nào sau đây được coi là đúng?

A. Ông Hùng phải trả lời tất cả các câu hỏi của cảnh sát.
B. Ông ta có thể có một luật-sư, mặc dầu ông ta không có tiền.
C. Ông ta phải ký tờ thú tội hoặc tờ từ khước.
D. Tất cả các điều trên.

9.

Form 1040A — Department of the Treasury—Internal Revenue Service — U.S. Individual Income Tax Return — 1973

Use IRS label. Otherwise, please print or type.

Your first name and initial (if joint return, also give spouse's name and initial) | Last name | Your social security number

Present home address (Number and street, including apartment number, or rural route) | Spouse's social security no.

City, town or post office, State and ZIP code | Your occupation

Do you want $1 to go to the Presidential Election Campaign Fund? Yes No
If joint return, does your spouse want $1 to go to this fund? Yes No
Note: Checking Yes will not increase your tax or reduce your refund.

Spouse's occupation

For Privacy Act Notice, see page 5 of Instructions

Check Only One Box

1 ☐ Single
2 ☐ Married filing joint return (even if only one had income)
3 ☐ Married filing separate return. If spouse is also filing, give spouse's social security number in the space above and enter full name here ▶
4 ☐ Unmarried head of household. Enter qualifying name ▶ See page 11 of Instructions.

Ông bà Mạnh đều có việc làm. Ông bà muốn khai thuế lợi tức chung hằng năm. Vậy ông bà phải đánh dấu ở ô nào trong cột "Tình-trạng khai thuế" (Filing Status)?

A. Độc thân (single).
B. Có gia-đình và khai chung (married filing joint return).
C. Có gia-đình và khai riêng (married filing separate return)
D. Không có gia-đình và khai một mình (unmarried head of household

10. Dân biểu John Heinz bỏ phiếu cho dự-án luật H.R.4986 ra sao?

Here's How They Voted In Congress

WASHINGTON —

SJR3, a bill providing a procedure before the federal judiciary to discipline federal judges who abuse their power, by engaging in conduct inconsistent with good behavior. Under current law, the only way to discipline a federal judge is through impeachment.

FINAL PASSAGE 58-33

FOR Baucus, Boschwitz, Durenberger, Heinz, Lugar, Pressler, Symms, Wallop, Wilson

AGAINST Abdnor, Andrews, Bentsen, Bumpers, Burdick, Byrd, Chiles, Cochran, Cohen, Dixon, Dodd, Eagleton, Exon, Ford, Glenn, Gore, Hatch, Hatfield, Hecht, Hollings, Huddleston, Inouye, Johnston, Kassebaum, Kasten, Laxalt, Leahy, Long, Mattingly, Matsunaga, Melcher, Metzenbaum, Mitchell, Moynihan, Nickles, Nunn, Pell, Proxmire, Pryor, Quayle, Rudman, Sarbanes, Sasser, Simpson, Stafford, Stennis, Stevens, Thurmond, Tower, Trible, Wirth, Zorinsky

NOT VOTING Armstrong, Baker, Bradley, Byrd, Harry F., Cannon, Chafee, D'Amato, Danforth, Denton, Domenici, Garn, Goldwater, Grassley, Hart, Helms, Humphrey, Jepsen, Kennedy, Lautenberg, Levin, Mathias, McClure, Percy, Randolph, Roth, Specter, Stevenson, Weicker

HR4516, a bill to gradually lift rate ceilings over time and restrict deposit rates to allow banks and other financial institutions to offer interest bearing checking accounts.

Proponents of a Senate bill that would have permitted all financial institutions to pay interest on checking accounts, as of Sept. 1, 1981, and would have overturned a court decision earlier this year that declared illegal interest bearing transaction accounts, known as NOW accounts and credit unions.

FOR Byrd, Randolph, Metzenbaum

AGAINST Heinz, Schweiker, Glenn

Adopted 61-32, an amendment to allow states the same rights regarding trust companies as they now have with banks

FOR Byrd, Glenn, Randolph, Metzenbaum

AGAINST Heinz and Schweiker

FINAL PASSAGE 58-9

FOR Schweiker, Metzenbaum, Byrd, Randolph

NOT VOTING Heinz and Glenn

A. Ông ta bỏ phiếu thuận.
B. Ông ta bỏ phiếu chống.
C. Ông ta quyết định không bỏ phiếu.
D. Ông ta vắng mặt.

(AIU use)

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ADULT PERFORMANCE LEVEL PRE-TEST:

GOVERNMENT AND LAW

Cambodian Version

Student's Name _____
Last First Middle

Date of Birth _____ Sex _____

Native Language _____

Date _____ Score _____

Scorer's Name _____

ប្រឡងកាលពីឆ្នាំមុន

១. តើក្នុងមួយថ្ងៃមានប៉ុន្មានម៉ោង ហើយមួយសប្តាហ៍មានប៉ុន្មានថ្ងៃ?

ក - ១

ខ. ៧

គ. ៥០

ឃ. គ្មានចំនួនច្បាស់លាស់ទេ ព្រោះមួយថ្ងៃមានប៉ុន្មានម៉ោងមិនច្បាស់ទេ

២. ប្អូនស្រីរបស់ខ្ញុំនិយាយថា ខានច្បាប់ ឬឈប់ធ្វើការមិនត្រូវបានប្រាក់ខែទេ ដូច្នេះបងប្រុសគួរតែទៅធ្វើការ ទោះជាមានជំងឺក៏ដោយ។ តើប្អូនស្រីចង់សំដៅថាយ៉ាងម៉ិច?

ក. ឈប់សម្រាក

ខ. ឈប់ធ្វើការ

គ. ច្រើនដងពេក

ឃ. ការងារមានសំខាន់

៣. តើសត្វណាមួយដែលមានរាងតូច ប៉ុន្តែមានកម្លាំងខ្លាំងជាងគេ?

ក. ឆ្កែមានរាងតូចជាងគេ

ខ. ឆ្កែមានអាយុខ្លីជាងគេ

គ. ឆ្កែមានសញ្ញាតិចជាងគេ

ឃ. សំនួរនេះមិនមានចម្លើយ

๘. ក្រដាសបោះឆ្នោត (ប៊ីវិស) មានគោលបំណងប្រើសម្រាប់ ។ ក្រដាសបោះឆ្នោតមួយចំនួនត្រូវបានបោះឆ្នោតដោយ ។ តើក្រដាសបោះឆ្នោតត្រូវធ្វើយ៉ាងដូចម្តេច ?

ក. ដាក់ក្រដាសបោះឆ្នោតក្នុងប្រអប់ដែលសំបុត្រឆ្លងទន្លេត្រូវដាក់ជូន ។

ខ. ច្រៀកក្រដាសបោះឆ្នោតដែលមិនត្រូវ

គ. រក្សាទុកតែប៉ុណ្ណោះ

ឃ. និយាយទៅកាន់ក្រដាសបោះឆ្នោតថាតើត្រូវឬអត់

A 137611

1. Is This A: ☐ New Registration ☐ Change of Name ☐ Change of Address ☐ Change of Party
☐ I am a Federal or State employee and wish to retain my voting residence in the county where I last resided

PRIMARY ONLY	YEAR	PARTY AFFILIATION	YEAR	PARTY AFFILIATION

2. LAST NAME — FIRST (NO NICKNAMES) — MIDDLE — JR/SR — IN WHICH PARTY DO YOU WISH TO REGISTER? ☐ REPUBLICAN ☐ DEMOCRAT ☐ other ☐ NO PARTY AFFILIATION

3. FULL HOME ADDRESS including APT. and FLOOR NO. — CITY or BORO — ZIP CODE — TOWNSHIP

4. PHONE NO — COUNTRY OF RESIDENCE — DATE YOU BEGAN THIS RESIDENCE MO. YR. — BIRTHPLACE — DATE OF BIRTH DAY YR.

5. SEX F M — HEIGHT FT. IN. — HAIR COLOR — EYE COLOR — SKIN COLOR — DOES VOTER REQUIRE ASSISTANCE TO VOTE? ☐ YES ☐ NO — REASON FOR REQUIRING ASSISTANCE ☐ ILLITERACY ☐ PHYSICAL DISABILITY — TYPE OF DISABILITY

6. IF YOU HAVE EVER REGISTERED TO VOTE BEFORE GIVE YEAR OF LAST REGISTRATION — YEAR — NAME ON LAST REGISTRATION — STREET — CITY, BORO, or TWP.

7. LAST REGISTRATION - COUNTY — STATE — ZIP CODE

8. NAME AND ADDRESS OF PERSON ASSISTING OR COMPLETING APPLICATION (IF OTHER THAN APPLICANT)

REGISTRATION DECLARATION I hereby declare that I am a citizen of the United States, that on the day of the next ensuing primary or election I shall be at least eighteen years of age, and shall have resided in the Commonwealth of Pennsylvania and in the election district thirty days, that I am legally qualified to vote, that I affirm that the information provided herein is true and correct, and I fully understand that this application will be accepted for all purposes as the equivalent of an affidavit, and if it contains a material false statement, shall be subject to the same penalties for perjury as if I had been duly sworn.

9. NOTARY (OR THIS SPACE IS FOR THE PERSON MAKING MARK)

PENALTY FOR FALSE DECLARATION If any person shall sign an official registration application card knowing any statement declared therein to be false, he shall be guilty of perjury, and upon conviction, shall be sentenced to pay a fine not exceeding one thousand dollars ($1,000), or be imprisoned for a term not exceeding five (5) years or both, at the discretion of the court. In addition, sentence shall include loss of the right of suffrage absolutely for a term of ten (10) years.

SIGNATURE MUST APPEAR ON LABEL

X _____

X _____ PRINTED NAME OF APPLICANT

DATE OF REGISTRATION — SIGNATURE OF REGISTRAR — WARD — PRECINCT — CITY, BORO, OR TWP. — WARD

លោកគ្រូ ជានជ្រុះឈ្មោះ ដាសមានដែកគណៈបក្សផ្សេងៗ ។ តើគណៈបក្សតាន់ជាមិនមែនគណៈបក្សកាលៈទេសៈ ។ តើនៅក្នុងប្រអប់ត្រូវធ្វើអ្វីខ្លះ ?

ក្នុងចំនួនសំណាងដូចខាងក្រោម "ខ" ឲ ?

ក. ជ្រុះឈ្មោះដាថ្មី (NEW REGISTRATION)

ខ. ប្តូរអាសយដ្ឋាន (CHANGE OF ADDRESS)

គ. ប្តូរឈ្មោះ (CHANGE OF NAME)

ឃ. ប្តូរគណៈបក្ស (CHANGE OF PARTY) 101

៧. តាមប្រាប់បញ្ជីគ្នា តើគេសាងចិត្តសន្ធឹងថាក្តីក្រុមជាបិតេ ?
ក. គេសម្លាប់
ខ. ស្តីសងិមប្រាប់ពីកេរ
គ. គេសម្លាប់ស្តី
ឃ. ជាកេរ្តិ៍ ឬកេរ្តិ៍ឈ្មោះ

ច. លោកសំអាតត្រូវការអង្គការមួយដើម្បីការពារឲ្យគាត់ទៅតុលាការ។ តើគាត់ត្រូវការអ្វីមែនទេ ?
ក. សមាគមមេធាវី
ខ. ស៊ុតុលាការដែលមានអង្គការអ្វីឲ្យគាត់
គ. មានអង្គការតែមួយគត់ទៅកូនរបស់គាត់
ឃ. សំនួរទាំងមួយមានតែមួយ

៩. លោកសាស្ត្រាចារ្យត្រូវបានធានាជាលក្ខណៈជាប់។ តើសំនួរទាំងនេះមិនសមហេតុផលត្រូវ ?
ក. លោកសាស្ត្រាចារ្យត្រូវដើរយកវិសំនួរទាំងអស់ដែលត្រូវមធានាជាលក្ខណ៍។
ខ. លោកសាស្ត្រាចារ្យមានអង្គការតែមួយ ទោះបីគាត់ឆ្លងឆ្លើយក៏ដោយ។
គ. លោកសាស្ត្រាចារ្យត្រូវប្រាប់ទង្គេលតើសំបុត្រសារភាពគេស ឬតើត្រូវមធ្យបាយគេស។
ឃ. សំនួរទាំងបីមានតែ

Form **1040A** Department of the Treasury—Internal Revenue Service **U.S. Individual Income Tax Return** **1978**

Use IRS label. Otherwise, please print or type.	Your first name and initial (if joint return, also give spouse's name and initial) / Last name	Your social security number
	Present home address (Number and street, including apartment number, or rural route)	Spouse's social security no.
	City, town or post office, State and ZIP code	Your occupation
▷ Do you want $1 to go to the Presidential Election Campaign Fund? If joint return, does your spouse want $1 to go to this fund? . .	☐ Yes ☐ No / ☐ Yes ☐ No — Note: Checking Yes will not increase your tax or reduce your refund.	Spouse's occupation

For Privacy Act Notice, see page 5 of Instructions

Filing Status

Check Only One Box

1 ☐ Single

2 ☐ Married filing joint return (even if only one had income)

3 ☐ Married filing separate return. If spouse is also filing, give spouse's social security number in the space above and enter full name here ▶ .....

4 ☐ Unmarried head of household. Enter qualifying name ▶ ....., See page 11 of instructions.

លោកនិមមេកំដែរចំនែនមានការស្មើគ្នាបង្ហាញនៅ ៤ នៅទៀត
ហើយអ្នកត្រូវបំពេញចន្លោះទាំងអស់ ៤ ដើម្បីជួយក្នុងការ
ស្វែងរកព័ត៌មានសម្រាប់ខ្លឹមសារ "FILING STATUS"
ក. នៅលីវ (SINGLE)
ខ. មានគ្រួសារហើយបំពេញរួមគ្នា (MARRIED FILING JOINT RETURN
គ. មានគ្រួសារហើយបំពេញដាច់ដោយឡែក (MARRIED) FILING SERARATE RETU
ឃ. ជាអ្នកគ្រួសារហើយមានមេគ្រួសារ (UNMARRIED HEAD OF HOUSEHOLD

೧೦. ಲೇಕಸಿಂಕ್ಷಸಭೆ JOHN HEINZ ರವರು ಪ್ರತಿನಿಧಿಸುವ
H.R. 4986 ವಿಧೇಯಕದ ಬಗ್ಗೆ ?

Here's How They Voted In Congress

From Washington Bureau

WASHINGTON — Record votes in Congress last week included

SENATE

S 1972, a bill providing a procedure to discipline federal judges who are not performing up to par. The bill would set up judicial councils to hear complaints against judges, with a new court to review the council findings. Under current law, the only way to discipline a federal judge is through impeachment.

FINAL PASSAGE 56-33

FOR Richard S. Schweiker, R-Pa., John Glenn, D-Ohio; Robert C. Byrd, D-W.Va.

AGAINST John Heinz, R-Pa., Jennings Randolph, D-W.Va., Howard Metzenbaum, D-Ohio.

* * *

H.R. 4986, a bill to gradually lift rate ceilings on time and savings deposits, and to allow banks and other financial institutions to offer interest bearing checking accounts.

Rejected 57-38, a substitute bill that would have permitted all financial institutions to pay interest on checking accounts, as of Sept. 1, 1980, and would have overturned a court decision earlier this year that declared illegal several interest-bearing transactions by banks, savings and loans, and credit unions.

FOR Byrd, Randolph, Metzenbaum.

AGAINST Heinz, Schweiker, Glenn.

Adopted 61-32, an amendment to allow states the same rights regarding trust companies as they now have with banks.

FOR Byrd, Glenn, Randolph, Metzenbaum.

AGAINST Heinz and Schweiker.

FINAL PASSAGE 76-9

FOR Schweiker, Metzenbaum, Byrd, Randolph.

NOT VOTING, Heinz and Glenn.

ಸ. ಶಿಷ್ಟ ರವರು ಪ್ರಸ್ತಾಪಿಸಿದ್ದರು ಜ. ಶಿಷ್ಟರವರೊಬ್ಬರೆ ಪ್ರಸ್ತಾಪಿಸಿದ್ದರು

ಬ. ಶಿಷ್ಟ ರವರು ಪ್ರಸ್ತಾಪಿಸಿರಬಹುದು ಳ. ಶಿಷ್ಟರವರು ಪ್ರಸ್ತಾಪಿಸಿಲ್ಲ

(AIU use)

Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL POST-TEST:

GOVERNMENT AND LAW

English Version

Student's Name _____
Last First Middle

Date of Birth _____ Sex _____

Native Language _____

Date _____ Score _____

Scorer's Name _____

Hours of Instruction for This Topic _____

GOVERNMENT AND LAW

1.

Form **1040A** Department of the Treasury—Internal Revenue Service **U.S. Individual Income Tax Return** **1978**

Use IRS label. Otherwise, please print or type.	Your first name and initial (if joint return, also give spouse's name and initial) / Last name	Your social security number
	Present home address (Number and street, including apartment number, or rural route)	Spouse's social security no.
	City, town or post office, State and ZIP code	Your occupation
▶ Do you want $1 to go to the Presidential Election Campaign Fund? If joint return, does your spouse want $1 to go to this fund?	Yes / No; Yes / No — Note: Checking Yes will not increase your tax or reduce your refund.	Spouse's occupation

Filing Status — Check Only One Box

1 ☐ Single — For Privacy Act Notice, see page 5 of instructions

2 ☐ Married filing joint return (even if only one had income)

3 ☐ Married filing separate return. If spouse is also filing, give spouse's social security number in the space above and enter full name here ▶

4 ☐ Unmarried head of household. Enter qualifying name ▶ . See page 11 of instructions.

Mr. and Mrs. Matas both have jobs. They want to file one income tax return. Which box should they check (✓) for "Filing Status"?

A. 1 - Single.
B. 2 - Married filing joint return.
C. 3 - Married filing separate return.
D. 4 - Unmarried head of household.

2. Cuong needs to find a lawyer to defend him in court. How can he find one?

A. Call the County Bar Association.
B. Ask the court to appoint a lawyer for him.
C. Find a lawyer in the Yellow Pages.
D. Any of these.

3. A policeman comes to Anita's door. He says that he wants to look around her apartment for drugs. What should Anita do?

A. Ask to see the search warrant.
B. Let him search her apartment.
C. Try to run away.
D. Tell him that she does have drugs.

4.

A 137611

Is This A: ☐ New Registration ☐ Change of Name
☐ Change of Address ☐ Change of Party

☐ I am a Federal or State employee and wish to retain my voting residence in the county where I last resided

OFFICIAL USE ONLY | YEAR | PARTY AFFILIATION | YEAR | PARTY AFFILIATION

LAST NAME | FIRST (DO NICKNAME) | INITIAL | IN WHICH PARTY DO YOU WISH TO REGISTER? ☐ REPUBLICAN ☐ other ☐ DEMOCRAT ☐ NO PARTY AFFILIATION (specify)

FULL HOME ADDRESS (include APT. and FLOOR No.) | CITY or BORO | ZIP CODE | TOWNSHIP

PHONE NO. | COUNTY OF RESIDENCE | DATE YOU BEGAN THIS RESIDENCE MO. YR. | BIRTHPLACE | DATE OF BIRTH MO. DAY YR.

SEX F M | HEIGHT FT. IN. | HAIR COLOR | EYE COLOR | SKIN COLOR | DOES VOTER REQUIRE ASSISTANCE TO VOTE? ☐ YES ☐ NO | REASON FOR REQUIRING ASSISTANCE ☐ ILLITERACY ☐ PHYSICAL DISABILITY | TYPE OF DISABILITY

IF YOU HAVE EVER REGISTERED TO VOTE BEFORE, GIVE YEAR OF LAST REGISTRATION | YEAR | NAME ON LAST REGISTRATION | STREET | CITY, BORO, or TWP.

LAST REGISTRATION - COUNTY | STATE | ZIP CODE

NAME AND ADDRESS OF PERSON ASSISTING IN COMPLETION OF THIS FORM

REGISTRATION DECLARATION I hereby declare that I am a citizen of the United States, that on the day of the next ensuing primary or election, I shall be at least eighteen years of age, and shall have resided in the Commonwealth of Pennsylvania and in the election district thirty days, that I am legally qualified to vote, that I affirm that the information provided herein is true and correct, and I fully understand that this application will be accepted for all purposes as the equivalent of an affidavit, and if it contains a material false statement, shall be subject to the same penalties for perjury as if I had been duly sworn.

NOTARY USE THIS SPACE ONLY FOR PERSON MAKING MARK

PENALTY FOR FALSE DECLARATION
If any person shall sign an official registration application card knowing any statement declared therein to be false, he shall be guilty of perjury, and upon conviction, shall be sentenced to pay a fine not exceeding one thousand dollars ($1,000), or be imprisoned for a term not exceeding five (5) years, or both, at the discretion of the court. In addition, sentence shall include loss of the right of suffrage absolutely for a term of ten (10) years

SIGNATURE MUST APPEAR ON LABEL

X _____

X _____
PRINTED NAME OF APPLICANT

CITY, BORO, OR TWP.

Juan is a registered Democrat. Now he wants to register as a Republican. How should he complete Item 1?

A. New Registration
B. Change of Address
C. Change of Name
D. Change of Party.

5. Sometimes people say that a law or an activity is "unconstitutional," or against the U.S. Constitution. In the end, who decides what is constitutional and what is unconstitutional?

A. The Congress
B. The Cabinet
C. The President
D. The Supreme Court

6. How did Senator John Heinz vote on bill S. 1873?

Here's How They Voted In Congress

From Washington Bureau

WASHINGTON — Record votes in Congress last week included:

SENATE

S.1873, a bill providing a procedure to discipline federal judges who are not performing up to par. The bill would set up judicial councils to hear complaints against judges, with a new court to review the council findings. Under current law, the only way to discipline a federal judge is through impeachment.

FINAL PASSAGE: 56-33.

FOR: Richard S. Schweiker, R-Pa.; John Glenn, D-Ohio; Robert C. Byrd, D-W.Va.

AGAINST: John Heinz, R-Pa.; Jennings Randolph, D-W.Va.; Howard Metzenbaum, D-Ohio. • • •

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FOR: Byrd, Glenn, Randolph, Metzenbaum.

AGAINST: Heinz and Schweiker.

FINAL PASSAGE: 78-9.

FOR: Schweiker, Metzenbaum, Byrd, Randolph.

NOT VOTING: Heinz and Glenn.

A. He voted for it.
B. He voted against it.
C. He decided not to vote.
D. He was absent.

7. Which is/are true about voting in the U.S.?

A. You must speak English very well.
B. You must be 21 years old.
C. You must be a U.S. citizen.
D. All of these.

8. According to the law, which kind of crime is the <u>most</u> serious?

A. Misdemeanor
B. Traffic Violation
C. Felony
D. "White Collar" Crime

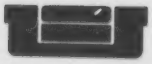
9. Henry was arrested by the police. Which is/are true?

A. Henry must answer all the questions the police ask him.
B. He can have a lawyer, even if he has no money.
C. He has to sign a confession or a denial.
D. All of these.

10. How many U.S. Senators does each state have?

A. 1
B. 2
C. 50
D. It depends on each state's population.

(AIU use)



Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL POST-TEST:

EL GOBIERNO Y LA LEY

Versión Española

Nombre _____

Cumpleaños _____ Sexo _____

Fecha _____ Score _____

Scorer's Name _____

Hours of Instruction for This Topic _____

1.

Form **1040A** Department of the Treasury—Internal Revenue Service **U.S. Individual Income Tax Return** **1978**

Use IRS label. Otherwise, please print or type.	Your first name and initial (if joint return, also give spouse's name and initial) / Last name	Your social security number
	Present home address (Number and street, including apartment number, or rural route)	Spouse's social security no.
	City, town or post office, State and ZIP code	Your occupation
▶ Do you want $1 to go to the Presidential Election Campaign Fund? If joint return, does your spouse want $1 to go to this fund?	Yes / Yes — No / No — Note: Checking Yes will not increase your tax or reduce your refund.	Spouse's occupation

Filing Status — Check Only One Box

For Privacy Act Notice, see page 5 of Instructions

1 ☐ Single

2 ☐ Married filing joint return (even if only one had income)

3 ☐ Married filing separate return. If spouse is also filing, give spouse's social security number in the space above and enter full name here ▶ .....

4 ☐ Unmarried head of household. Enter qualifying name ▶ ..... See page 11 of Instructions.

El Sr. y la Sra. Matas ambos trabajan. Quieren llenar una sola planilla de contribuciones (impuestos). ¿Cuál encasillado deben de marcar sobre su estado legal?

A. 1 - Single (Soltero)
B. 2 - Married filing joint return (Casados llenando planilla juntos)
C. 3 - Married filing separate return (Casados llenando planilla por separado)
D. 4 - Unmarried head of household (Soltero jefe de casa)

2. Cuong necesita encontrar un abogado que lo defienda en corte. ¿Cómo puede encontrarlo?

A. Llamar a la asociación de abogados del condado.
B. Pedirle a la corte que le suministre a un abogado.
C. Buscar un abogado en las páginas amarillas.
D. Cualquiera de éstos.

3. Un policía llama a la puerta de Anita. Le dice que quiere mirar en su apartamento a ver si hay drogas. ¿Qué debe de hacer Anita?

A. Pedirle la orden de allanamiento.
B. Dejarle buscar en el apartamento.
C. Tratar de escaparse.
D. Decirle que tiene drogas.

4.

A 137610

Is This A ☐ New Registration ☐ Change of Name
☐ Change of Address ☐ Change of Party

YEAR	PARTY AFFILIATION	YEAR	PARTY AFFILIATION

1. I am a [illegible] citizen, and I claim my voting residence in the county where I last resided

2. LAST NAME FIRST (NO NICKNAMES) INITIAL JR. SR — IN WHICH PARTY DO YOU WISH TO REGISTER: ☐ REPUBLICAN ☐ Other ☐ DEMOCRAT ☐ NO PARTY AFFILIATION Specify

3. HOME ADDRESS (Include APT. and FLOOR No.) CITY or BORO ZIP CODE TOWNSHIP

4. PHONE NO. COUNTY OF RESIDENCE DATE YOU BEGAN THIS RESIDENCE MO YR BIRTHPLACE MO. DAY YR. DATE OF BIRTH

5. SEX HEIGHT HAIR COLOR EYE COLOR SKIN COLOR DOES VOTER REQUIRE ASSISTANCE TO VOTE? ☐ YES ☐ NO REASON FOR REQUIRING ASSISTANCE ☐ ILLITERACY ☐ PHYSICAL DISABILITY TYPE OF DISABILITY

6. IF YOU HAVE EVER REGISTERED TO VOTE BEFORE GIVE YEAR OF LAST REGISTRATION YEAR NAME ON LAST REGISTRATION STREET CITY, BORO, or TWP.

7. LAST REGISTRATION COUNTY STATE ZIP CODE

8. NAME AND ADDRESS OF PERSON ASSISTING IN COMPLETION OF THIS FORM

REGISTRATION DECLARATION I hereby declare that I am a citizen of the United States, that on the day of the next ensuing primary or election I shall be at least eighteen years of age, and shall have resided in the Commonwealth of Pennsylvania and in the election district thirty days, that I am legally qualified to vote, that I affirm that the information provided herein is true and correct, and I fully understand that this application will be accepted for all purposes as the equivalent of an affidavit, and if it contains a material false statement, shall be subject to the same penalties for perjury as if I had been duly sworn

PENALTY FOR FALSE DECLARATION
If any person shall sign an official registration application card knowing any statement declared therein to be false, he shall be guilty of perjury and upon conviction shall be sentenced to pay a fine not exceeding one thousand dollars ($1,000), or be imprisoned for a term not exceeding five (5) years, or both, at the discretion of the court. In addition, sentence shall include loss of the right of suffrage absolutely for a term of ten (10) years.

SIGNATURE MUST APPEAR ON LABEL

X _____

X _____
PRINTED NAME OF APPLICANT

9. NOTARY (USE THIS SPACE ONLY FOR PERSON MAKING MARK)

DATE OF REGISTRATION SIGNATURE OF REGISTRAR

NAME CITY, BORO, OR TWP. WARD PRECINCT

Juan está inscrito como Demócrata. Ahora quiere inscribirse como Republicano. ¿Cómo debe de completar el primer encasillado?

A. New Registration (Nueva Inscripción)
B. Change of Address (Cambio de Dirección)
C. Change of Name (Cambio de Nombre)
D. Change of Party (Cambio de Partido)

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5. Algunas veces la gente dice que una ley o alguna actividad es "inconstitucional", o en contra de la constitución americana. Al final, ¿quién decide cuál es constitucional y cuál es inconstitucional?

A. El Congreso
B. El Gabinete de Ministros del Estado
C. El Presidente
D. La Corte Suprema

6. ¿Cómo votó el Senador John Heinz en el proyecto de ley S. 1873?

Here's How They Voted In Congress

From Washington Bureau

WASHINGTON — Record votes in Congress last week included:

SENATE

S.1873, a bill providing a procedure to discipline federal judges who are not performing up to par. The bill would set up judicial councils to hear complaints against judges, with a new court to review the council findings. Under current law, the only way to discipline a federal judge is through impeachment.

FINAL PASSAGE: 56-33.

FOR: Richard S. Schweiker, R-Pa.; John Glenn, D-Ohio; Robert C. Byrd, D-W Va.

AGAINST: John Heinz, R-Pa.; Jennings Randolph, D-W.Va.; Howard Metzenbaum, D-Ohio. • • •

H.R.4986, a bill to gradually lift rate ceilings on time and savings deposits, and to allow banks and other financial institutions to offer interest bearing checking accounts

Rejected 57-38, a substitute bill that would have permitted all financial institutions to pay interest on checking accounts, as of Sept. 1, 1980, and would have overturned a court decision earlier this year that declared illegal several interest-bearing transactions by banks, savings and loans, and credit unions.

FOR: Byrd, Randolph, Metzenbaum.

AGAINST: Heinz, Schweiker, Glenn.

Adopted 61-32, an amendment to allow states the same rights regarding trust companies as they now have with banks.

FOR: Byrd, Glenn, Randolph, Metzenbaum.

AGAINST: Heinz and Schweiker.

FINAL PASSAGE: 76-9.

FOR: Schweiker, Metzenbaum, Byrd, Randolph.

NOT VOTING: Heinz and Glenn.

HERE'S HOW THEY VOTED IN CONGRESS =
AQUÍ ESTÁ COMO VOTARON EN EL CONGRESO

FOR = A FAVOR

AGAINST = EN CONTRA

FINAL PASSAGE = DECISIÓN FINAL A FAVOR

NOT VOTING = SE ABSTUVIERON

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A. Votó a favor.
B. Votó en contra.
C. Se abstuvo.
D. Estuvo ausente.

7. ¿Qué cosa(s) es/son verdadera(s) acerca del derecho al voto en los Estados Unidos?

A. Uno debe de hablar inglés muy bien.
B. Uno debe de tener 21 años.
C. Uno debe ser ciudadano americano.
D. Todos los anteriores.

8. De acuerdo con la ley, ¿cuál de estos crímenes es el más serio?

A. Mala conducta (Delito de menor cuantía)
B. Violación de tránsito
C. Delito castigable con la cárcel (Delito de mayor cuantía)
D. Robar equipo, materiales, o dinero en el trabajo.

9. Enrique fué arrestado por la policía. ¿Cuál/cuáles de las siguientes cosas es/son verdadera(s)?

A. Enrique debe contestar todas las preguntas hechas por la policía.
B. El puede tener un abogado aunque no tenga dinero.
C. El tiene que firmar una confesión o negación de las hechos.
D. Todas estas cosas.

10. ¿Cuántos Senadores tiene cade estado de los EE.UU. en el Congreso?

A. 1
B. 2
C. 50
D. Depende de la población de cada estado.

Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
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(412) 323-5837

BÀI THI TRẮC LƯỢNG CHO NGƯỜI LỚN:

CHINH QUYEN VA LUAT PHAP

GOVERNMENT AND LAW POST-TEST
(Vietnamese version)

Tên họ học viên: _____
họ tên tên đệm

Ngày sinh _____ Nam hay nữ _____

Tiếng mẹ đẻ _____

Ngày thi _____ Điểm _____

Người chấm thi _____

Post-test
Gov't & Law

CHÍNH QUYỀN VÀ LUẬT PHÁP

1.

1.

Form 1040A — Department of the Treasury—Internal Revenue Service — U.S. Individual Income Tax Return — 1978

Use IRS label. Otherwise, please print or type. | Your first name and initial (if joint return, also spouse's name and initial) | Last name | Your social security number

Present home address (Number and street, including apartment number, or rural route) | Spouse's social security no.

City, town or post office, State and ZIP code | Your occupation

Do you want $1 to go to the Presidential Election Campaign Fund? ☐ Yes ☐ No
If joint return, does your spouse want $1 to go to this fund? ☐ Yes ☐ No
Note: Checking Yes will not increase your tax or reduce your refund. | Spouse's occupation

For Privacy Act Notice, see page 5 of Instructions

Filing Status

Check Only One Box

1 ☐ Single
2 ☐ Married filing joint return (even if only one had income)
3 ☐ Married filing separate return. If spouse is also filing, give spouse's social security number in the space above and enter full name here ▷ .....
4 ☐ Unmarried head of household. Enter qualifying name ▷ ..... See page 11 of Instructions.

Ông Bà Mạnh đều có việc làm. Ông Bà muốn khai thuế lợi tức chung hằng năm, vậy Ông Bà phải đánh dấu ở ô nào trong cột "TÌNH Trạng khai thuế" (Filing Status)?

A. Độc thân (single).
B. Có gia đình và khai chung (married filing joint return).
C. Có gia đình và khai riêng (married filing separate return).
C. Không có gia đình và khai một mình (unmarried head of household).

2. Ông Cường cần tiềm 1 luật sư bào chữa cho Ông ấy ở tòa án. Vậy ÔNG ta phải tìm ở đâu?

A. Gọi hội luật sư.
B. Xin tòa án cử Ông ta một người luật sư.
C. Tìm luật sư trong quyển niên giám điện thoại.
D. Bất cứ điều nào ở trên cũng được.

3. [illegible] nhân viên cảnh sát đến gõ cửa nhà cô Anita. Sau đó họ tiến hành xét nhà để tìm ma túy. Vậy cô Anita phải làm gì?

A. Hỏi nhân viên cảnh sát cho xem giấy xét nhà.

B. Để cho nhân viên cảnh sát tự ý xét nhà.

C. Tìm cách chạy trốn.

D. Nói với viên cảnh sát là cô ấy không có chứa ma túy.

4.

A 137611

1. Is This A: ☐ New Registration ☐ Change of Name ☐ Change of Address ☐ Change of Party
☐ I am a Federal or State employee and wish to retain my voting residence in the county where I last resided.

YEAR | PARTY AFFILIATION | YEAR | PARTY AFFILIATION

2. LAST NAME | FIRST (NO NICKNAMES) | INITIAL | IN WHICH PARTY DO YOU WISH TO REGISTER? ☐ REPUBLICAN ☐ DEMOCRAT ☐ OTHER ☐ NO PARTY AFFILIATION

3. FULL HOME ADDRESS (include APT. and LOCK No.) | CITY or BORO | ZIP CODE | TOWNSHIP

4. PHONE NO. | COUNTY OF RESIDENCE | DATE YOU BEGAN THIS RESIDENCE MO. YR. | BIRTHPLACE | DATE OF BIRTH MO. DAY YR.

5. SEX | HEIGHT | HAIR COLOR | EYE COLOR | SKIN COLOR | DOES VOTER REQUIRE ASSISTANCE TO VOTE? ☐ YES ☐ NO | REASON FOR REQUIRING ASSISTANCE ☐ ILLITERACY ☐ PHYSICAL DISABILITY | TYPE OF DISABILITY

6. IF YOU HAVE EVER REGISTERED TO VOTE GIVE THE YEAR OF LAST REGISTRATION | YEAR | NAME OF LAST REGISTRATION | STREET | CITY, BORO, or TWP.

7. LAST REGISTRATION COUNTY | STATE | ZIP CODE

8. [illegible]

REGISTRATION DECLARATION I hereby declare that I am a citizen of the United States, that on the day of the next ensuing primary or election, I shall be at least eighteen years of age and shall have resided in the Commonwealth of Pennsylvania and in the election district thirty days, that I am legally qualified to vote, that I affirm that the information provided herein is true and correct, and I fully understand that this application will be accepted for all purposes as the equivalent of an affidavit, and if it contains a material false statement, shall be subject to the same penalties for perjury as if I had been duly sworn.

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[illegible] any person shall sign an official registration application or card knowing any statement therein to be false, he shall be guilty of perjury, and upon conviction, shall be sentenced to pay a fine not exceeding one thousand dollars ($1,000), or be imprisoned for a term not exceeding five (5) years, or both, at the discretion of the court. In addition, sentence shall include loss of the right of suffrage absolutely for a term of ten (10) years.

9. NOTARY USE THIS SPACE ONLY FOR PERSON MAKING MARK

SIGNATURE MUST APPEAR ON LABEL

X _____

X _____
PRINTED NAME OF APPLICANT

DATE OF REGISTRATION | SIGNATURE OF REGISTRAR

NAME | CITY, BORO, OR TWP | NAME | POSTMARK

Tuấn đã đăng ký Đảng Dân chủ. Giờ anh ta muốn đổi sang Đảng Cộng Hòa. Anh ta phải đánh dấu ở ô nào khi điền vào điều khoản 1?

A. Đăng ký mới (new registration).

B. Đổi địa chỉ (change of address)

C. Đổi tên (change of name)

D. Đổi Đảng (change of party).

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5. [illegible] thuật là hay hoàn toàn không phù hợp với hiến pháp hoặc phần lớn tinh thần hiến pháp Hoa Kỳ. Sau cùng, ai có thể quyết định thế nào là phù hợp hay không phù hợp với hiến pháp?

A. Quốc Hội
B. Hội các Chánh Phủ
C. Tổng Thống
D. Tối Cao Pháp Viện

6. Nghị sĩ John Heinz bỏ phiếu cho dự án luật H.R. 4986 ra sao?

Here's How They Voted In Congress

From Washington Bureau

WASHINGTON — Record votes in Congress last week included:

SENATE

S.933, a bill providing a procedure to discipline federal judges who are permanently up to par. The bill would set up judicial councils to hear complaints against judges, with a new court to review the council findings. Under current law, the only way to discipline a federal judge is through impeachment.

FINAL PASSAGE 54-33

FOR Richard S. Schweiker, R-Pa., John Glenn, Democrat, Robert C. Byrd, D-W.Va.

AGAINST John Heinz, R-Pa., Jennings Randolph, D-W.Va., Howard Metzenbaum, D-Ohio.

H.R. 4986, a bill to grade calls for late savings on time and savings deposits and to allow banks and other financial institutions to offer interest bearing checking accounts.

Rejected was a substitute bill that would have permitted all financial institutions to pay interest on checking accounts, as of Sept. 1, 1981, and would have overturned a court decision earlier this year that declared illegal several interest-bearing transactions by banks, savings and loans and credit unions.

FOR: Byrd, Randolph, Metzenbaum.

AGAINST: Heinz, Schweiker, Glenn.

Adopted 61-32, an amendment to allow states the same rights regarding trust companies as they now have with banks.

FOR: Byrd, Glenn, Randolph, Metzenbaum.

AGAINST: Heinz and Schweiker.

FINAL PASSAGE 78-8

FOR: Schweiker, Metzenbaum, Byrd, Randolph.

NOT VOTING: Heinz and Glenn.

A. Ông ta bỏ phiếu thuận.
B. Ông ta bỏ phiếu chống.
C. Ông ta quyết định không bỏ phiếu.
D. Ông ta vắng mặt.

7. Một vài điều sau đây là đúng cho việc bỏ phiếu tại Hoa Kỳ?

A. Phải nói giỏi Anh Văn.
B. Bạn phải trên 21 tuổi.
C. Bạn phải là công dân Mỹ.
D. Tất cả các điều trên.

8. Theo luật pháp thì tội nào được xem là nặng nhất.?

A. Khục mạ.
B. Vi phạm luật giao thông.
C. Tội sát nhân.
D. Viên chức hành chánh vipham tội (tội lường gạt, gian lận).

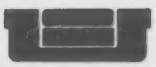
9. Ông Hùng bị Cảnh sát bắt giữ. Điều nào sau đây được coi là đúng?

A. Ông Hùng phải trả lời tất cả những câu hỏi của Cảnh sát.
B. Ông ta có thể có một luật sư, mặc dù ÔNG ta không có tiền.
C. Ông ta phải ký vào tờ thú tội hoặc khước từ.
D. Tất cả các điều trên.

10. Có bao nhiêu Thượng Nghị Sĩ cho mỗi tiểu bang Hoa Kỳ?

A. 1
B. 2
C. 50
D. Tùy thuộc vào dân số của từng tiểu bang.

(AIU use)



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ADULT PERFORMANCE LEVEL PRE-TEST:

HEALTH

English Version

Student's Name _____
Last First Middle

Date of Birth _____ Sex _____

Native Language _____

Date _____ Score _____

Scorer's Name _____

HEALTH

1. Which is a possible sign of cancer?

   A. Low fever for a few days.
   B. Change in a wart or mole.
   C. High blood pressure.
   D. Sneezing and runny nose in springtime.

2. Your friend Sara has felt depressed and sad for a few months. You are worried about her. What should you do?

   A. Call an ambulance.
   B. Take her to the hospital emergency room.
   C. Ignore her.
   D. Encourage her to go to a nearby mental health center.

3. Dr. Calderon prescribed some antibiotics for Antonio. The label reads:

Directions: Take 2 tablets with morning meal and with evening meal.

   What should Antonio do?

   A. Take 1 tablet with breakfast and 1 tablet with dinner.
   B. Take 2 tablets with breakfast and 2 tablets with dinner.
   C. Take 4 tablets with breakfast.
   D. Take a tablet when he feels sick.

4. Which kind of diet promotes general good health?

   A. A diet of lean meats, fish, poultry, grains, fruits, vegetables, and dairy products.
   B. A diet guaranteed to make you lose weight fast.
   C. A high-fat, high-sugar, high-protein diet.
   D. A diet with lots of salty foods.

5. This chart shows the tar and nicotine in different brands of cigarettes. Which brand of cigarettes is the most dangerous to people's health?

CIGARETTE CARCINOGEN CONTENT

	tar, milligrams per cigarette	nicotine, milligrams per cigarette
Brand S (Filter)	15	1.0
Brand S (Menthol)	13	0.9
Brand R (Filter)	14	0.9
Brand R (Menthol)	13	0.8
Brand T (Filter)	11	0.6
Brand T (Menthol)	12	0.7
Brand W (Filter)	12	0.8
Brand W (Menthol)	11	0.8

A. Brand S (filter)
B. Brand T (filter)
C. Brand W (menthol)
D. None of these.

6. Lan is expecting a baby. Lan's doctor told her not to take certain medicines, smoke cigarettes, or drink too much alcohol. Why did he say this?

A. Because these things are illegal.
B. Because they cost too much.
C. Because they may hurt her baby.
D. Because she needs a prescription.

7. Mrs. Thi is taking birth control pills. Which side effect(s) could be dangerous?

A. Bad headaches.
B. Slight weight gain.
C. Regular menstrual periods.
D. All of these.

8. Mr. and Mrs. Wong bought a bottle of baby aspirin. Their 4-year-old daughter Ling likes the orange taste of the baby aspirin. Where should they keep the bottle?

   A. In a drawer in Ling's room.
   B. On the kitchen table.
   C. On the bathroom sink.
   D. In a cabinet up high.

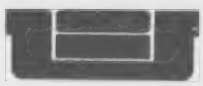
9. You are driving on a big highway in a terrible snowstorm. You cannot see the road. Your car gets stuck in a lot of snow at the side of the road. What should you do?

   A. Leave the car and walk to the nearest gas station for help.
   B. Turn on the emergency flashers and wait inside the car for help.
   C. Try to stop other cars to help you.
   D. Try to keep spinning the wheels of the car.

10. Mrs. Berger fell down on the sidewalk. She cannot get up and her hip and leg hurt a lot. Her neighbors run to help her. What should they do?

   A. Keep her warm, do not move her, and call an ambulance.
   B. Carry her into the house, put her on the bed, and call the doctor.
   C. Lift her up and ask her to try to walk.
   D. Put her in their car and take her to the hospital emergency room.

(AIU use)



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ADULT PERFORMANCE LEVEL PRE-TEST:

LA SALUD

Versión Española

Nombre _____

Cumpleaños _____ Sexo _____

Fecha _____ Score _____

Scorer's Name _____

LA SALUD

1. ¿Cuál es un posible síntoma del cáncer?

   A. Fiebre baja por unos días.
   B. Cambio en una verruga o lunar.
   C. Alta presión.
   D. Estornudo y congestión nasal durante la primavera.

2. Su amiga Sara se ha sentido deprimida y triste por varios meses. Usted está preocupado(a) por ella. ¿Qué debe hacer?

   A. Llamar una ambulancia.
   B. Llevarla a una sala de emergencia.
   C. Ignorarla.
   D. Animarla a ir a un centro de salud mental.

3. El doctor Calderón recetó unos antibióticos para Antonio. La etiqueta lee así:

Instrucciones: Tome dos tabletas en el desayuno y en la comida.

   ¿Qué debe hacer Antonio?

   A. Tomar una tableta en el desayuno y una en la comida.
   B. Tomar dos tabletas en el desayuno y dos en la comida.
   C. Tomar cuatro tabletas en el desayuno.
   D. Tomar una tableta cuando se sienta enfermo.

4. ¿Qué clase de dieta ayuda a mantener una buena salud?

   A. Una dieta de carnes sin grasa, pescado, pollo, granos, frutas, vegetales, y productos lácteos.
   B. Una dieta para perder peso rápidamente.
   C. Una dieta con mucha grasa, mucho azúcar, y mucha proteína.
   D. Una dieta con comidas muy saladas.

5. Esta tabla muestra el contenido de brea y nicotina de diferentes marcas de cigarrillos. ¿Cuál marca es más peligrosa para la salud?

CONTENIDO DE CARCINOGENOS EN EL CIGARRILLO

	Brea, miligramos por cigarrillo	Nicotina, miligramos por cigarrillo
Marca S (filtro)	15	1.0
Marca S (mentol)	13	0.9
Marca R (filtro)	14	0.9
Marca R (mentol)	13	0.8
Marca T (filtro)	11	0.6
Marca T (mentol)	12	0.7
Marca W (filtro)	12	0.8
Marca W (mentol)	11	0.8

A. Marca S (filtro)
B. Marca T (filtro)
C. Marca W (mentol)
D. Ninguno de estos.

6. Lan está embarazada. Su doctor le dijo que no tomara ciertas medicinas, que no fumara, y que no tomara mucho alcohol. ¿Por qué le dijo estas cosas?

A. Porque estas cosas son ilegales.
B. Porque cuestan mucho.
C. Porque pueden hacerle daño al bebé.
D. Porque necesita receta médica para estas cosas.

7. La señora Thi está tomando píldoras anticonceptivas. ¿Cuáles efectos secundarios pueden ser peligrosos?

A. Fuertes dolores de cabeza.
B. Una leve subida de peso.
C. Menstruación regular.
D. Todos estos.

8. Los esposos Wong compraron un frasco de aspirinas para bebé. A Ling, su hija de cuatro años, le gusta el sabor de naranja (china) que tienen las aspirinas de bebé. ¿Dónde deben de guardar el frasco de aspirinas?

   A. En una gaveta en el dormitorio de Ling.
   B. Sobre la mesa del comedor.
   C. Sobre el lavamanos.
   D. En un gabinete alto.

9. Usted está manejando en una autopista durante una terrible tormenta de nieve. Usted no puede ver la carretera. Su carro se queda atorado en la nieve al lado de la carretera. ¿Qué debe hacer usted?

   A. Dejar el carro y caminar hacia la estación de servicio más cercana.
   B. Encender las luces de emergencia y esperar dentro del carro por ayuda.
   C. Tratar de detener a otros carros para pedir ayuda.
   D. Mantener las ruedas del carro dando vueltas.

10. La señora Berger se cayó en la acera. No se puede levantar y la cadera y la pierna le duelen mucho. Sus vecinos corren a ayudarla. ¿Qué deben hacer?

    A. Mantenerla abrigada, sin moverla, y llamar a una ambulancia.
    B. Llevarla a la casa, ponerla en cama, y llamar al doctor.
    C. Levantarla y decirle que trate de caminar.
    D. Llevarla a la sala de emergencia del hospital en un carro.

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BÀI THI TRẮC LƯỜNG CHO NGƯỜI LỚN:
HEALTH PRE-TEST
VỀ SỨC KHỎE
(Vietnamese Version)

Tên họ học viên: _____
họ tên tên đệm

Ngày sinh _____ Nam hay nữ _____

Tiếng mẹ đẻ _____

Ngày thi _____ Điểm _____

Người chấm thi _____

VỀ SỨC KHỎE

1. Câu nào dưới đây được coi là triệu chứng bệnh ung-thư?

A. Sốt nhẹ trong vài ngày.
B. Thay đổi thành những cục bướu hay mụn ở trên da.
C. Áp-huyết cao.
D. Hắt hơi và sổ mũi vào độ tiết Xuân sang.

2. Người bạn Sara của quí-vị cảm thấy buồn bã, chán nản trong mấy tháng nay. Quí vị lo ngại về cô bạn ấy. Quí-vị cần phải làm gì?

A. Gọi xe cứu thương.
B. Đưa cô ấy vào phòng cấp cứu của bệnh viện.
C. Quên lửng cô ấy đi.
D. Khuyên cô ấy đi đến một trung tâm về sức khỏe tâm trí gần kề.

3. Bác sĩ Calderon cấp toa mua thuốc trụ-sinh cho ông An. Nhản hiệu đề:

Cách dùng: Uống 2 viên vào bữa ăn sáng và vào bữa ăn tối.

Ông An phải làm gì?

A. Uống 1 viên vào bữa ăn điểm tâm và 1 viên vào bữa ăn tối.
B. Uống 2 viên vào bữa ăn điểm tâm và 2 viên vào bữa ăn tối.
C. Uống 4 viên vào bữa ăn điểm tâm.
D. Uống 1 viên khi ông ấy cảm thấy mệt.

4. Thức ăn nào sẽ giúp bồi dưỡng sức khỏe được tốt đẹp?

A. Thức ăn như: thịt nạc, cá, gà vịt, ngũ-cốc, trái cây, rau và những biểu phẩm của sữa.
B. Thức ăn bảo đảm sự xuống cân nhanh chóng cho bạn.
C. Thức ăn với những món mỡ béo nhiều chất ngọt và nhiều chất đạm (protein).
D. Thức ăn với những món ăn nhiều chất muối.

5. Bảng kê dưới đây chỉ dẫn chất Hắc-ín và Ni-cô-tin trong các loại thuốc lá. Loại nào nguy hại nhất cho sức khỏe mình?

CAR-CI-NO-GEN TRONG THUỐC LÁ

	Hắc-ín (tar) bằng mili-gram trong mỗi điếu.	Ni-co-tin bằng mili-gram trong mỗi điếu.
Loại S (Filter)	15	1.0
Loại S (Menthol)	13	0.9
Loại R (Filter)	14	0.9
Loại R (Menthol)	13	0.8
Loại T (Filter)	11	0.6
Loại T (Menthol)	12	0.7
Loại W (Filter)	12	0.8
Loại W (Menthol)	11	0.8

A. Loại S (Filter)

B. Loại ' (Filter)

C. Loại W (Menthol)

D. Không có hiệu nào trên dây.

6. Chị Lan mang thai. Bác sĩ của chị Lan bảo chị ấy không nên uống một vài thứ thuốc nào đó, không nên hút thuốc lá, hoặc uống rượu nhiều. Tại sao ông ta lại bảo thế?

A. Vì những thứ đó bất hợp pháp.

B. Vì quá đắt tiền.

C. Vì những thứ đó có thể hại đến thai nhi của chị ta.

D. Vì chị Lan cần phải có đơn mua.

7. Bà Thi uống thuốc ngừa thai. Triệu chứng nào có thể coi là nguy hiểm?

A. Nhức đầu nhiều.

B. Hỏi lên cân.

C. Đường kinh điều dặn.

D. Ca ba thứ trên dây.

8. Ông bà Phong mua một lọ thuốc Aspirin của trẻ con. Linh con gái 4 tuổi của ông bà thích mùi cam của thuốc Aspirin. Ông bà ấy cất lọ thuốc đó ở đâu?

A. Trong hộc tủ ở phòng Linh.
B. Trên bàn ăn ở bếp.
C. Trên bồn rửa mặt ở phòng tắm.
D. Trong tủ dược kê thật cao.

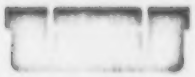
9. Bạn đang lái xe trên xa lộ trong một cơn bão tuyết lớn. Bạn không thấy đường đi. Xe bạn bị sa lầy trong tuyết bên lề đường. Bạn cần phải làm gì?

A. Để xe đó và đi bộ đến trạm săng gần kề để xin được giúp đỡ.
B. Bật đèn cứu cấp lên và chờ trong xe để được giúp đỡ.
C. Thử vẫy những xe khác để được giúp đỡ.
D. Thử đẻ bánh xe tuông may khi ra được.

10. Bà Bê ngã ngoài lối đi. Bà ấy không thể đứng dậy được, mông và chân bà ấy đau nhiều. Những người hàng xóm chạy sang giúp bà ấy. Họ phải làm gì?

A. Giữ bà ấy ấm, đừng xê dịch bà ấy và gọi xe cứu thương.
B. Mang bà vào nhà, đặt bà ấy lên giường và gọi bác sĩ.
C. Đỡ bà dậy và bảo bà ấy thử bước.
D. Đưa bà ấy lên xe họ và mang bà ấy đến phòng cấp cứu của bệnh viện.

(AIU use)



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ADULT PERFORMANCE LEVEL PRE-TEST:

HEALTH

Cambodian Version

Student's Name _____
Last First Middle

Date of Birth _____ Sex _____

Native Language _____

Date _____ Score _____

Scorer's Name _____

ឈុតទី៣

១. តើអ្នកណាជួយ អង្គុយក្បែរនេះ ដើម្បីសម្លឹងមើលជាដំណើរការ?
ក. ស្មៀនស្រែ ដែលមានភារកិច្ចត្រួតពិនិត្យ
ខ. ដើមបុន្ទរ ឬ ចំពូកនៅដើមស្រែ
គ. ស្មៀនណាង
ឃ. ផ្កាលាលីនៅតាមភ្លឺង

២. ប៉ុន្មានខែកន្លងមកនេះ តើអ្នកមានរបបអាហារ: ល្អឬអត់ ព្រោះហេតុ ? អ្នកមានកង្វល់អំពីការណាស ដើម្បីអ្នកផ្សេង ដែលយើងណា ?
ក. ហាក់ដូចជាល្អ
ខ. ទាំងអស់គ្នាមើលថែរក្សាៈជាមួយគ្នាមើលថែរក្សា
គ. ល្អដែលយើងមានបែបនេះទៅ
ឃ. ត្រូវការអ្នកមានមកជួយអ្នកក្រីក្រ

៣. តើអ្នកស្គាល់ CALDERON ដែលសិល្បករមកពីប្រទេសអ្វី ?

ព្រៃប្រផិប្រឈើ: ទង្វើលទន្លេតែមួយរោលលើសឹងគ្មានអ្នកណា ចាំកន្លែងមួយរោលលើសឹងគ្មានជាលម្អិត ។

តើគេហៅសិល្បៈនេះថាអ្វីដែរ ?
ក. ទង្វើលទន្លេ ១ត្រឹម រោលជាលំដាប់ ២ត្រឹម រោលជាលម្អិត
ខ. ទង្វើលទន្លេ ២ត្រឹម រោលជាលំដាប់ ៣ត្រឹម រោលជាលម្អិត
គ. ទង្វើលទន្លេ ៤ត្រឹម រោលជាលំដាប់
ឃ. ទង្វើលទន្លេ ១ត្រឹម រោលណាដើម្បីលេចសិល្បៈនេះ យល់ថា មានល្អនិងអ្នក ។

ចំ. តើអ្នកប្រភេទណាដែលមានផលប៉ះពាល់ដល់សុខភាព ?

ក. អ្នកប្រភេទដូចជា : ការជក់បារី ការជក់ចាន់ ការ
ស៊ីដើម ឬតើមានប្រភេទអ្វីខ្លះទៀតដែលអ្នកចង់ឱ្យយើងដឹង ?

ខ. ប្រភេទណាដែលធ្វើឱ្យរុះរើបំផុត ?

គ. ប្រភេទណាដែលមានផលប៉ះពាល់តិចជាងគេ ?

ឃ. ប្រភេទណាដែលមានផលប៉ះពាល់ខ្លាំង ?

ជី. តារាងខាងក្រោមនេះបង្ហាញអំពី តា (TAR) និងជាតិនីកូទីន (NICOTIN) ក្នុងបារីនីមួយៗ ។ តើផលប៉ះពាល់ណាដែលអាចជាគ្រោះថ្នាក់ដល់សុខភាពរបស់អ្នក ?

CARCINOGEN ក្នុងបារីនីមួយ	តា (TAR) ជា miligram	ជាតិនីកូទីន (NICOTIN) ជា miligram
ផលប៉ះ S (ស្រាលបំផុត)	១៥	១.០
ផលប៉ះ S (ខ្លាំងត្រឹមរយៈ)	១៣	០.៨
ផលប៉ះ R (ស្រាលបំផុត)	១៤	០.៩
ផលប៉ះ R (ខ្លាំងត្រឹមរយៈ)	១៣	០.៨
ផលប៉ះ T (ស្រាលបំផុត)	១១	០.៧
ផលប៉ះ T (ខ្លាំងត្រឹមរយៈ)	១២	០.៧
ផលប៉ះ W (ស្រាលបំផុត)	១២	០.៧
ផលប៉ះ W (ខ្លាំងត្រឹមរយៈ)	១១	០.៧

ក. ផលប៉ះ S (ស្រាលបំផុត)

ខ. ផលប៉ះ T (ស្រាលបំផុត)

គ. ផលប៉ះ W (ខ្លាំងត្រឹមរយៈ)

ឃ. ពុំមានផលប៉ះពាល់ដែរ ។

៦. អ្នកសង្ឃឹមថាទារុណកម្ម ។ ក្រុមគេមិនបានហាមឃាត់ មិនឲ្យអ្នកទាំងនោះ ។ មិនឲ្យដាក់ ឬមិនឲ្យសាងឡើង ។ តើហេតុអ្វីបានជាក្រុមគេហាមយ៉ាងដូច្នេះ ?

ក. ក្រែងលោមានបាតុភូតអ្វីកើតឡើង

ខ. ក្រែងលោមកដាក់ទុកគេ

គ. ក្រែងលោបន្ទាប់ពេលនេះមិនបានឃើញទៀត ឬក៏ដល់ទាស ។

ឃ. ក្រែងលោអ្នកសង្ឃឹមនឹងមានសំបុត្រ អនុញ្ញាតដ៏ផ្លូវការ ពីក្រុមគេមើបង្ហាញបាន ។

៧. អ្នកសុវត្ថិភាពនៅក្នុងការពារមិនឲ្យមានភ្លើង ។ ដើម្បីទប់ស្កាត់ អាគារដែលអាចសង្គ្រោះបាន ជាមួយនឹងឧបករណ៍ ឬក៏ទៀត ?

ក. ដើម្បីការពារ

ខ. ដើម្បីបង្ការ

គ. មកដល់ ទៅបានគ្រប់

ឃ. ត្រូវបានកាន់បានគ្រប់ដៃ

៨. ពេទ្យនិងបណ្ដាញ ផ្តល់អនុសាសន៍ ASPIRIN សំរាប់ក្មេងៗដែល ។ ដែលសើច ក្អួត ឈឺ ឆ្អឹងរបស់គាត់ ជួលដែលធ្លាប់ ក្រុមហ៊ុន ASPIRIN នេះ ។ តើគាត់ត្រូវទុកដាក់ថ្នាំនេះដូចម្តេច ?

ក. ទុកនៅកន្លែងត្រជាក់ ដែលមានពន្លឺ

ខ. ដាក់ឲ្យបានប្រាកដ

គ. ដាក់ឲ្យលាក់ពីមុខកុមារ

ឃ. ដាក់ចំពួលមួយដុំ

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ADULT PERFORMANCE LEVEL POST-TEST:

HEALTH

English Version

Student's Name _____
Last First Middle

Date of Birth _____ Sex _____

Native Language _____

Date _____ Score _____

Scorer's Name _____

Hours of Instruction for This Topic _____

HEALTH

1. You are driving on a big highway in a terrible snowstorm. You cannot see the road. Your car gets stuck in a lot of snow at the side of the road. What should you do?

   A. Leave the car and walk to the nearest gas station for help.
   B. Turn on the emergency flashers and wait inside the car for help.
   C. Try to stop other cars to help you.
   D. Try to keep spinning the wheels of the car.

2. Mrs. Thi is taking birth control pills. Which side effect(s) could be dangerous?

   A. Bad headaches.
   B. Slight weight gain.
   C. Regular menstrual periods.
   D. All of these.

3. This chart shows the tar and nicotine in different brands of cigarettes. Which brand of cigarettes is the most dangerous to people's health?

CIGARETTE CARCINOGEN CONTENT

	tar, milligrams per cigarette	nicotine, milligrams per cigarette
Brand S (Filter)	15	1.0
Brand S (Menthol)	13	0.9
Brand R (Filter)	14	0.9
Brand R (Menthol)	13	0.8
Brand T (Filter)	11	0.6
Brand T (Menthol)	12	0.7
Brand W (Filter)	12	0.8
Brand W (Menthol)	11	0.8

A. Brand S (filter)
B. Brand T (filter)
C. Brand W (menthol)
D. None of these.

4. Dr. Calderon prescribed some antibiotics for Antonio. The label reads:

> Directions: Take 2 tablets with morning meal and with evening meal.

What should Antonio do?

A. Take 1 tablet with breakfast and 1 tablet with dinner.
B. Take 2 tablets with breakfast and 2 tablets with dinner.
C. Take 4 tablets with breakfast.
D. Take a tablet when he feels sick.

5. Which is a possible sign of cancer?

A. Low fever for a few days.
B. Change in a wart or mole.
C. High blood pressure.
D. Sneezing and runny nose in springtime.

6. Mrs. Berger fell down on the sidewalk. She cannot get up and her hip and leg hurt a lot. Her neighbors run to help her. What should they do?

A. Keep her warm, do not move her, and call an ambulance.
B. Carry her into the house, put her on the bed, and call the doctor.
C. Lift her up and ask her to try to walk.
D. Put her in their car and take her to the hospital emergency room.

7. Mr. and Mrs. Wong bought a bottle of baby aspirin. Their 4-year-old daughter Ling likes the orange taste of the baby aspirin. Where should they keep the bottle?

A. In a drawer in Ling's room.
B. On the kitchen table.
C. On the bathroom sink.
D. In a cabinet up high.

8. Lan is expecting a baby. Lan's doctor told her not to take certain medicines, smoke cigarettes, or drink too much alcohol. Why did he say this?

   A. Because these things are illegal.
   B. Because they cost too much.
   C. Because they may hurt her baby.
   D. Because she needs a prescription.

9. Which kind of diet promotes general good health?

   A. A diet of lean meats, fish, poultry, grains, fruits, vegetables, and dairy products.
   B. A diet guaranteed to make you lose weight fast.
   C. A high-fat, high-sugar, high-protein diet.
   D. A diet with lots of salty foods.

10. Your friend Sara has felt depressed and sad for a few months. You are worried about her. What should you do?

   A. Call an ambulance.
   B. Take her to the hospital emergency room.
   C. Ignore her.
   D. Encourage her to go to a nearby mental health center.

(AIU use)

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ADULT PERFORMANCE LEVEL POST-TEST:

LA SALUD

Versión Española

Nombre _____

Cumpleaños _____ Sexo _____

Fecha _____ Score _____

Scorer's Name _____

Hours of Instruction for This Topic _____

LA SALUD

1. Usted está manejando en una autopista durante una terrible tormenta de nieve. Usted no puede ver la carretera. Su carro se queda atorado en la nieve al lado de la carretera. ¿Qué debe hacer usted?

   A. Dejar el carro y caminar hacia la estación de servicio más cercana.
   B. Encender las luces de emergencia y esperar dentro del carro por ayuda.
   C. Tratar de detener a otros carros para pedir ayuda.
   D. Mantener las rue[illegible] del carro dando vueltas.

2. La señora Thi está tomando píldoras anticonceptivas. ¿Cuáles efectos secundarios pueden ser peligrosos?

   A. Fuertes dolores de cabeza.
   B. Una leve subida de peso.
   C. Menstruación regular.
   D. Todos estos.

3. Esta tabla muestra el contenido de brea y nicotina de diferentes marcas de cigarrillos. ¿Cuál marca es más peligrosa para la salud?

CONTENIDO DE CARCINOGENOS EN EL CIGARRILLO

	Brea, miligramos por cigarrillo	Nicotina, miligramos por cigarrillo
Marca S (filtro)	15	1.0
Marca S (mentol)	13	0.9
Marca R (filtro)	14	0.9
Marca R (mentol)	13	0.8
Marca T (filtro)	11	0.6
Marca T (mentol)	12	0.7
Marca W (filtro)	12	0.8
Marca W (mentol)	11	0.8

A. Marca S (filtro)
B. Marca T (filtro)
C. Marca W (mentol)
D. Ninguno de estos.

4. El doctor Calderón recetó unos antibióticos para Antonio. La etiqueta lee así:

Instrucciones: Tome dos tabletas en el desayuno y en la comida.

¿Qué debe hacer Antonio?

A. Tomar una tableta en el desayuno y una en la comida.
B. Tomar dos tabletas en el desayuno y dos en la comida.
C. Tomar cuatro tabletas en el desayuno.
D. Tomar una tableta cuando se sienta enfermo.

5. ¿Cuál es un posible síntoma del cáncer?

A. Fiebre baja por unos días.
B. Cambio en una verruga o lunar.
C. Alta presión.
D. Estornudo y congestión nasal durante la primavera.

6. La señora Berger se cayó en la acera. No se puede levantar y la cadera y la pierna le duelen mucho. Sus vecinos corren a ayudarla. ¿Qué deben hacer?

A. Mantenerla abrigada, sin moverla, y llamar a una ambulancia.
B. Llevarla a la casa, ponerla en cama, y llamar al doctor.
C. Levantarla y decirle que trate de caminar.
D. Llevarla a la sala de emergencia del hospital en un carro.

7. Los esposos Wong compraron un frasco de aspirinas para bebé. A Ling, su hija de cuatro años, le gusta el sabor de naranja (china) que tienen las aspirinas de bebé. ¿Dónde deben de guardar el frasco de aspirinas?

A. En una gaveta en el dormitorio de Ling.
B. Sobre la mesa del comedor.
C. Sobre el lavamanos.
D. En un gabinete alto.

8. Lan está embarazada. Su doctor le dijo que no tomara ciertas medicinas, que no fumara, y que no tomara mucho alcohol. ¿Por qué le dijo estas cosas?

A. Porque estas cosas son ilegales.
B. Porque cuestan mucho.
C. Porque pueden hacerle daño al bebé.
D. Porque necesita receta médica para estas cosas.

9. ¿Qué clase de dieta ayuda a mantener una buena salud?

A. Una dieta de carnes sin grasa, pescado, pollo, granos, frutas, vegetales, y productos lácteos.
B. Una dieta para perder peso rápidamente.
C. Una dieta con mucha grasa, mucho azúcar, y mucha proteína.
D. Una dieta con comidas muy saladas.

10. Su amiga Sara se ha sentido deprimida y triste por varios meses. Usted está preocupado(a) por ella. ¿Qué debe hacer?

A. Llamar una ambulancia.
B. Llevarla a una sala de emergencia.
C. Ignorarla.
D. Animarla a ir a un centro de salud mental.

Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

BÀI THI TRẮC NGHIỆM CHO NGƯỜI LỚN:

HEALTH POST-TEST

SUC KHOE

(Vietnamese Version)

Tên họ học viên: _____
họ tên tên đệm

Ngày sinh: _____ Nam hay nữ _____

Tiếng mẹ đẻ: _____

Ngày thi: _____ Điểm _____

Người chấm thi: _____

1. Bạn đang lái xe trên xa lộ trong một cơn bão tuyết lớn. Bạn không thấy đường đi. Xe bạn bị xa lầy trong tuyết bên lề. Bạn cần phải làm gì?

A. Để xe đó và đi bộ đến trạm sáng gần kế để xin được giúp đỡ.
B. Bật đèn cứu cấp và ngồi trong xe chờ được giúp đỡ.
C. Thử vậy hnhưng xe khác để xin giúp đỡ.
D. Thử để bánh xe tuôn may ra khi được.

2. Bà Thi uống thuốc ngừa thai. TRiệu chứng nào có thể coi là nguy hiểm?

A. Nhức đầu nhiều.
B. Hơi lên cân.
C. Đường kinh đều đặn.
D. Cả ba thứ trên.

3. Bảng liệt kê sau đây chỉ định lượng hắc ín (Tar) và Nicotin trong các loại thuốc
Loại nào nguy hại cho sức khỏe hơn.?

CIGARETTE CARCINOGEN CONTENT		
	tar, milligrams per cigarette	nicotine, milligrams per cigarette
Brand S (Filter)	15	1.0
Brand S (Menthol)	13	0.9
Brand R (Filter)	14	0.9
Brand R (Menthol)	13	0.8
Brand T (Filter)	11	0.6
Brand T (Menthol)	12	0.7
Brand W (Filter)	12	0.8
Brand W (Menthol)	11	0.8

A. Loại S (Filter)
B. Loại T (Filter)
C. Loại W (Menthol)
D. Không có điều nào trên đây.

4. Bác sĩ Calderon cấp toa mua thuốc tru sinh cho Ông An. Nhản hiệu đề:

Cách dùng: Uống 2 viên vào bữa ăn sáng và vào bữa tối.

Ông An phải làm gì?

A. Uống 1 viên vào bữa ăn điểm tâm và 1 viên vào bữa ăn tối.
B. Uống 2 viên vào bữa điểm tâm và 2 viên vào bữa ăn tối.
C. Uống 4 viên vào bữa ăn điểm tâm.
D. Uống 1 viên khi ông ấy cảm thấy mệt.

5. Cậu nhỏ bị bệnh đậu mùa có là triệu chứng ông thấy?

A. Sốt nhẹ trong ngày.
B. Thay đổi thành những cục bướu hay mụn ở trên da.
C. Áp huyết cao.
D. Mắt hỏi và sổ mủi vào độ tiết xuân sang.

6. Bà Berger ngã ngoài lối đi. Bà ấy không thể đứng dậy được. Mông và chân bà ấy đau nhiều. Những người hàng xóm chạy sang giúp bà ấy. Họ phải làm gì?

A. Giữ bà ấy ấm, dùng xe đích bà ấy và gọi xe cứu thương.
B. Mang bà vào nhà, đặt bà ấy lên giường và gọi bác sĩ.
C. Đỡ bà ấy dậy và bảo bà ấy thử bước đi.
D. Đưa bà ấy lên xe họ và mang bà ấy đến phòng cấp cứu của bệnh viện.

7. Ông Bà WONG mua một lọ thuốc Aspirin của trẻ con. Linh, con gái 4 tuổi của họ thích mùi cảm của thuốc Aspirin. Ông Bà Wong phải cất lọ thuốc ở đâu?

A. Trong hộc tủ ở phòng LINH.
B. Trên bàn ăn ở bếp.
C. Trên bồn rửa mặt ở phòng tắm.
D. Trong hộc tủ kệ thật cao.

8. Chị Lan mang thai. Bác sĩ của chị ấy bảo chị ấy không nên uống một vài thứ thuốc nào đó, không nên hút thuốc lá, không nên uống nhiều rượu. Tại sao ông ta bảo làm như vậy?

A. Vì những thứ đó bất hợp pháp.
B. Vì những thứ đó rất đắt tiền.
C. Vì những thứ đó có hại đến thai nhi của chị ấy.
D. Vì cần phải có toa bác sĩ mới mua được.

9. Thức ăn nào sẽ giúp bồi dưỡng sức khỏe được tốt đẹp?

A. Thức ăn như: thịt nạc, cá, gà vịt, ngũ cốc, trái cây, rau cải và những biểu phẩm của sữa.
B. Thức bảo đảm sự xuống cân nhanh chóng cho bạn.
C. Thức ăn gồm những món mỡ béo, lượng dưỡng cao, và nhiều chất đạm (protein)
D. Những thức ăn có nhiều chất muối.

10. Người bạn Sara của quý vị cảm thấy chán nản, buồn bã trong mấy tháng nay. Quý vị lo ngại cho cô ấy. Vậy quý vị phải làm gì?

A. Gọi xe cứu thương.
B. Đưa cô ấy vào phòng cứu cấp của bệnh viện.
C. Quên luôn cô ấy đi .
D. Khuyên cô ấy nên đến một trung tâm về sức khỏe tâm trí gần kề.

(AIU use)

Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL PRE-TEST:

OCCUPATIONAL KNOWLEDGE

English Version

Student's Name _____
Last First Middle

Date of Birth _____ Sex _____

Native Language _____

Date _____ Score _____

Scorer's Name _____

OCCUPATIONAL KNOWLEDGE

1. Which job probably requires a driver's license?

   A. Baker
   B. Delivery person
   C. Lawyer
   D. Nurse

2. Hoang cannot decide what kind of job to look for after she gets her G.E.D. Where can she go for help?

   A. Bureau of Employment Security
   B. Private employment agency
   C. Her ABE or GED counselor
   D. All of these.

3. Which person is right for this job?

> CLERK
>
> Person wanted for our Service Department. Must enjoy telephone contact with customers. Must be friendly. Must like to help others. Full company benefits. Salary open.
>
> CALL
>
> 555-2214, ext. 317
> Equal Opportunity Employer
> m/f

   A. Lina - Enjoys being a volunteer in the office of a clinic.
   B. Jose - Likes to work with his hands.
   C. Anna - Likes to be outdoors a lot.
   D. Minh - Likes to work alone.

4. All of these places can help you find a job. Which one would probably charge you money for this?

   A. Your vo-tech school's placement office.
   B. Your CETA counselor
   C. Private employment agency
   D. Bureau of Employment Security (B.E.S.)

5. Leonid is interested in this job. What should he do?

> SECURITY GUARDS
> Full Time
>
> 18 years and over. No experience needed. References required. Start at once. Apply in person between 3 p.m. and 8 p.m.
>
> Wackenhut, Inc.
> 109 Chestnut Street
> Equal Opp. M/F

   A. Write for an application.
   B. Send his references.
   C. Go to the Wackenhut office.
   D. Call for an appointment.

6. Which is <u>not</u> good to do when you have a job interview?

   A. Arrive a few minutes early.
   B. Dress neatly.
   C. Ask the interviewer to do you a special favor.
   D. Ask some questions about the company.

7. This is Maria Gonzalez's W-4 form:

Form W-4 (Rev. December 1978)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate
(Use for Wages Paid After December 31, 1978)
This certificate is for income tax withholding purposes only. It will remain in effect until you change it. If you claim exemption from withholding, you will have to file a new certificate on or before April 30 of next year.

(A) Type or print your full name: María González

(D) Your social security number: 183-26-5890

(B) Home address (number and street or rural route): 10 Orange Street

(C) City or town, State, and ZIP code: Lancaster, PA 17603

Marital Status:
☒ Single ☐ Married
☐ Married, but withhold at higher Single rate
Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming 1
2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . . $
3 I claim exemption from withholding (see instructions). Enter "Exempt" . . . . .

Under the penalties of perjury, I certify that the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled. If claiming exemption from withholding, I certify that I incurred no liability for Federal income tax for last year and I anticipate that I will incur no liability for Federal income tax for this year.

Signature ► María González Date ► October 1 19 79

Detach along this line

Where did she not follow the instructions?

A. Item A
B. Item B
C. Item C
D. Item D

8. Mr. Perez is 62 years old., He lost his job as a cashier in a department store. Mr. Perez thinks that he was fired because he is old. Where can he get help?

A. Insurance Company
B. Civil Rights Commission
C. Adult Enrichment Center
D. Police Station

9. This is Trieu's pay statement for October, 1977. How much money did he make before deductions?

Mt. Lebanon School District
31 Moffett St., Pittsburgh, Pa. 15243

EARNINGS STATEMENT

CURRENT EARNINGS								
AMOUNT OF CHECK	EMP. NO.	ABSENCE	OTHER EARNINGS	DATE OF PAY	GROSS 1	ANNUITY	GROSS 2	
679 63	4003		893 04	10 21 77	893 04		893 04	

TAXES & RETIREMENT								
F.I.T.	F.I.C.A.	RETIREMENT	MT. L.W.T.	PGH. W.T.	MT. L. OCC. T.	OTHER TAX	MT. O. W.T.	S.I.T.
96 43	52 24	46 88						17 86

VOLUNTARY DEDUCTIONS								
DUES	HOSP. INS.	BONDS	H & A	LIFE INS.	MAJ. MED.	DENTAL	OTHER	

YEAR TO DATE TOTALS								
Y.T.D. GROSS	Y.T.D. ANNUITY	Y.T.D. F.I.T.	Y.T.D. F.I.C.A.	Y.T.D. RETIREMENT	Y.T.D. MT. L. WAGE TAX	Y.T.D. PGH. WAGE TAX	Y.T.D. MT. L. OCC. TAX	Y.T.D. S.I. TAX
5162 86		446 22	302 04	271 06			10 00	103 26

PLEASE RETAIN THIS RECORD OF EARNINGS AND DEDUCTIONS FOR TAX RECORD

A. $679.63
B. $893.04
C. $446.22
D. $302.04

10. Siu Lim works first shift at the Philadelphia Textile Company. He comes to work at 8:15 every day. What will probably happen soon?

Philadelphia Textile Company
-Employee Rules-

1. First shift: 8 a.m. - 4 p.m.
   Second Shift: 4 p.m. - 12 midnight
   Third Shift: 12 midnight - 8 a.m.

2. 30-minute lunch break.

3. You must punch in and out every day; do not punch anyone else's card.

4. Report all problems and accidents to your supervisor.

5. Payday is every other Friday.

A. Siu Lim's supervisor will tell him that he will lose his job if he keeps coming in late.
B. Siu Lim will have an accident.
C. Siu Lim will get a promotion.
D. Siu Lim will get a new time card.

(AIU use)

Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL PRE-TEST:

ASUNTOS DEL TRABAJO

Versión Española

Nombre _____

Cumpleaños _____ Sexo _____

Fecha _____ Score _____

Scorer's Name _____

ASUNTOS DEL TRABAJO

1. ¿Cuál de estos trabajos probablemente requiera una licencia de conducir?

   A. Repostero
   B. Mensajero
   C. Abogado
   D. Enfermera

2. Hoang no puede decidirse qué tipo de trabajo buscar después de ganar su G.E.D. ¿Dónde debe de ir para buscar ayuda?

   A. Al Departamento de Seguridad de Empleos (B.E.S.)
   B. A una agencia privada de empleos
   C. A su consejero de A.B.E. o G.E.D.
   D. A todos éstos

3. ¿Cuál es la persona correcta para este trabajo?

> EMPLEADO
>
> Se necesita empleado para nuestro departamento de servicio. Debe disfrutar trabajar por teléfono con clientes, ser amistoso, y gustarle ayudar a los demás. Beneficios completos. Salario a discutir.
>
> LLAME
>
> al 555-2214, ext. 317
> Equal Opportunity Employer
> m/f

   A. Lina - Le gusta trabajar como voluntaria en la oficina de una clínica.
   B. José - Le gustan los trabajos manuales.
   C. Ana - Le gusta estar al aire libre.
   D. Minh - Le gusta trabajar solo.

4. Todos estos lugares le pueden ayudar a conseguir empleo. ¿Cuál de ellos probablemente le cobre dinero?

A. La oficina de empleo de su escuela vocacional
B. Su consejero de C.E.T.A.
C. Una agencia privada de empleo
D. El Departamento de Seguridad de Empleos (B.E.S.)

5. Leonid está interesado en este empleo. ¿Qué debe de hacer?

GUARDIA
Tiempo Completo

Por los menos 18 años. Sin experiencia. Se necesita referencias. Comienzo inmediato. Solicite en persona entre 3 p.m. y 8 p.m.

Wackenhut, Inc.
109 Chestnut Street
Equal Opp. M/F

A. Pedir una solicitud por correo.
B. Mandar sus referencias.
C. Ir a la oficina de la Wackenhut.
D. Llamar por teléfono para pedir una cita.

6. ¿Qué no se debe hacer cuando se tiene una entrevista de empleo?

A. Llegar unos minutos más temprano.
B. Vestirse bien.
C. Pedirle al entrevistante que le haga un favor especial.
D. Hacer preguntas sobre la compañía.

7. Éste es el formulario W-4 de María González:

Form **W-4**
(Rev. December 1978)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate
(Use for Wages Paid After December 31, 1978)

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(A) Type or print your full name: María González

(B) Home address (number and street or rural route): 10 Orange Street

(C) City or town, State, and ZIP code: Lancaster, PA 17603

(D) Your social security number: 183-26-5890

Marital Status
- ☒ Single ☐ Married
- ☐ Married, but withhold at higher Single rate

Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming 1

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . . $

3 I claim exemption from withholding (see instructions). Enter "Exempt" . . . . .

Under the penalties of perjury, I certify that the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled. If claiming exemption from withholding, I certify that I incurred no liability for Federal income tax for last year and I anticipate that I will incur no liability for Federal income tax for this year.

Signature ► María González Date ► October 1 19 79

¿En dónde no siguió las instrucciones?

A. Artículo A ("Escriba a máquina o en letra de molde su nombre completo.")
B. Artículo B ("Dirección")
C. Artículo C ("Ciudad, Estado, y Zip Code.")
D. Artículo D ("Número de Seguro Social")

8. El Sr. Pérez tiene 62 años. El perdió su trabajo como cajero en una tienda por departamentos. El Sr. Pérez cree que fué despedido por su edad. ¿Dónde puede conseguir ayuda?

A. En una compañía de seguros
B. En la Comisión de Derechos Civiles
C. En el Centro para el Enriquecimiento de Adultos
D. En la estación de policía

9. Éste es el estado de cobro de Trieu para octubre de 1977. ¿Cuánto dinero hizo antes de las deducciones?

Mt. Lebanon School District
31 Moffett St., Pittsburgh, Pa. 15243

EARNINGS STATEMENT

CURRENT EARNINGS

AMOUNT OF CHECK	EMP. NO	ABSENCE	OTHER EARNINGS	DATE OF PAY	GROSS 1	ANNUITY	GROSS 2	
679 63	4003		893 04	10 21 77	893 04		893 04	

TAXES & RETIREMENT

F.I.T.	F.I.C.A.	RETIREMENT	MT. L.W.T.	PGH. W.T.	MT. L. OCC. T.	OTHER TAX	MT. O. W.T	S.I.T.	
96 43	52 24	46 88						17 86	

VOLUNTARY DEDUCTIONS

DUES	HOSP. INS	BONDS	H & A	LIFE INS.	MAJ. MED.	DENTAL	OTHER		
									TOTAL VOL. DED.

YEAR TO DATE TOTALS

Y.T.D. GROSS	Y.T.D. ANNUITY	Y.T.D. F.I.T.	Y.T.D. F.I.C.A.	Y.T.D. RETIREMENT	Y.T.D. MT. L. WAGE TAX	Y.T.D. PGH. WAGE TAX	Y.T.D. MT. L. OCC. TAX	Y.T.D. S.I. TAX
5162 86		446 22	302 04	271 06			10 00	103 26

PLEASE RETAIN THIS RECORD OF EARNINGS AND DEDUCTIONS FOR TAX RECORD

A. $679.63
B. $893.04
C. $446.22
D. $302.04

10. Siu Lim trabaja el primer turno en la Compañía de Textiles de Filadelfia. Él llega todos los días a las 8:15 p.m. ¿Qué es lo más probable que le pase pronto?

Compañía de Textiles de Filadelfia
-Reglas de los empleados-

1. Primer turno: 8 a.m. - 4 p.m.
   Segundo turno: 4 p.m. - medianoche
   Tercer turno: medianoche - 8 a.m.
2. 30 minutos para almorzar.
3. Marque su tarjeta de horas de trabajo al entrar y al salir; no marque la tarjeta de otro trabajador.
4. Reporte todos los problemas y accidentes a su supervisor.
5. Día de pago es cada dos viernes.

A. El supervisor de Siu Lim le va a decir que perderá su trabajo si sigue llegando tarde.
B. Siu Lim tendrá un accidente.
C. Siu Lim recibirá un ascenso.
D. Siu Lim recibirá una nueva tarjeta.

Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

BÀI THI TRẮC LƯỢNG CHO NGƯỜI LỚN:
OCCUPATIONAL KNOWLEDGE PRE-TEST
SỰ HIỂU BIẾT VỀ CÔNG VIỆC.
(Vietnamese Version)

Tên họ học viên: _____
họ tên tên đệm

Ngày sinh: _____ Nam hay nữ _____

Tiếng mẹ đẻ: _____

Ngày thi: _____ Điểm _____

Người chấm thi: _____

SỰ HIỂU BIẾT VỀ CÔNG VIỆC.

1. Những công việc nào có thể đòi hỏi bằng lái xe?

A. Người làm bánh.
B. Người giao hàng.
C. Luật sư.
D. Thầy giáo.

2. Cô Hoàng không thể quyết định là nên tìm việc nào làm sau khi cô ấy có bằng G.E.D. (Trung học). Cô ấy có thể xin được giúp đỡ?

A. Văn phòng tìm việc của chính phủ.
B. Văn phòng tìm việc của tư nhân.
C. Cô vấn của cô ấy trong chương trình A.B.E. hoặc G.E.D.
D. Tất cả những nơi trên đây.

3. Người nào thích hợp với công việc này?

CẦN NGƯỜI BÁN HÀNG.

Làm việc tại cửa hàng. Thích giao dịch với khách hàng bằng điện thoại. Vui vẻ và thân mật. Thích giúp đỡ người khác. Đầy đủ quyền lợi của sở. Tiền lương tùy định.

Điện thoại về
555-2214, ext. 317
Equal opportunity Employer
M/F

A. Lina thích tình nguyện làm trong văn phòng bệnh viện.
B. Jose thích làm bằng tay.
C. Anna thích làm ngoài trời.
D. Minh thích làm một mình.

4. Tất cả, nơi này có thể giúp bạn tìm việc làm. Văn phòng nào dưới đây mà bạn phải trả lệ phí cho sự giúp đỡ này?

A. Văn phòng tìm việc của trường Vo-Tech mà bạn theo học.
B. Cố vấn thuộc chương trình CETA.
C. Văn phòng tìm việc của tư nhân.
D. Văn phòng tìm việc của chính phủ (B.E.S.)

5. Ông Long ưa thích công việc này. Ông ta phải làm gì?

NHÂN VIÊN AN NINH
toàn thời gian

18 tuổi và lớn hơn. Không cần kinh nghiệm. Phải có người giới thiệu. Làm việc ngày. Đến xin từ 3 giờ trưa đến 8 giờ tối.

Wackenhut, Inc.
109 Chesnut Street
Equal opp. M/F

A. Viết đơn xin.
B. Nhờ người giới thiệu.
C. Đến văn phòng sở Wackenhut.
D. Gọi điện thoại xin hẹn.

6. Vấn đề gì bạn nên tránh khi được nhận về việc làm?

A. Đến sớm vài phút.
B. Quần áo chỉnh tề.
C. Xin người phỏng vấn một đặc ân.
D. Hỏi vài điều về công ty này.

7. Đây là mẫu W-4 của cô Maria Gonzalez.

Form W-4
(Rev. December 1978)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate
(Use for Wages Paid After December 31, 1978)
This certificate is for income tax withholding purposes only. It will remain in effect until you change it. If you claim exemption from withholding, you will have to file a new certificate on or before April 30 of next year.

A) Type or print your full name: Maria Gonzalez
(D) Your social security number: 183-26-5890

B) Home address (number and street or rural route): 10 Orange Street
C) City or town, State, and ZIP code: Lancaster, PA 17303

Marital Status:
☑ Single ☐ Married
☐ Married, but withhold at higher Single rate
Note: If married, but legally separated, or spouse is a nonresident alien, check the single block.

1 Total number of allowances you are claiming 1
2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . . $
3 I claim exemption from withholding (see instructions). Enter "Exempt" . . . . .

Under the penalties of perjury, I certify that the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled if I claim exemption from withholding, I certify that I incurred no liability for Federal income tax for last year and I anticipate that I will incur no liability for Federal income tax for this year.

Signature ► Maria Gonzalez Date ► October 1 19 79

Detach along this line

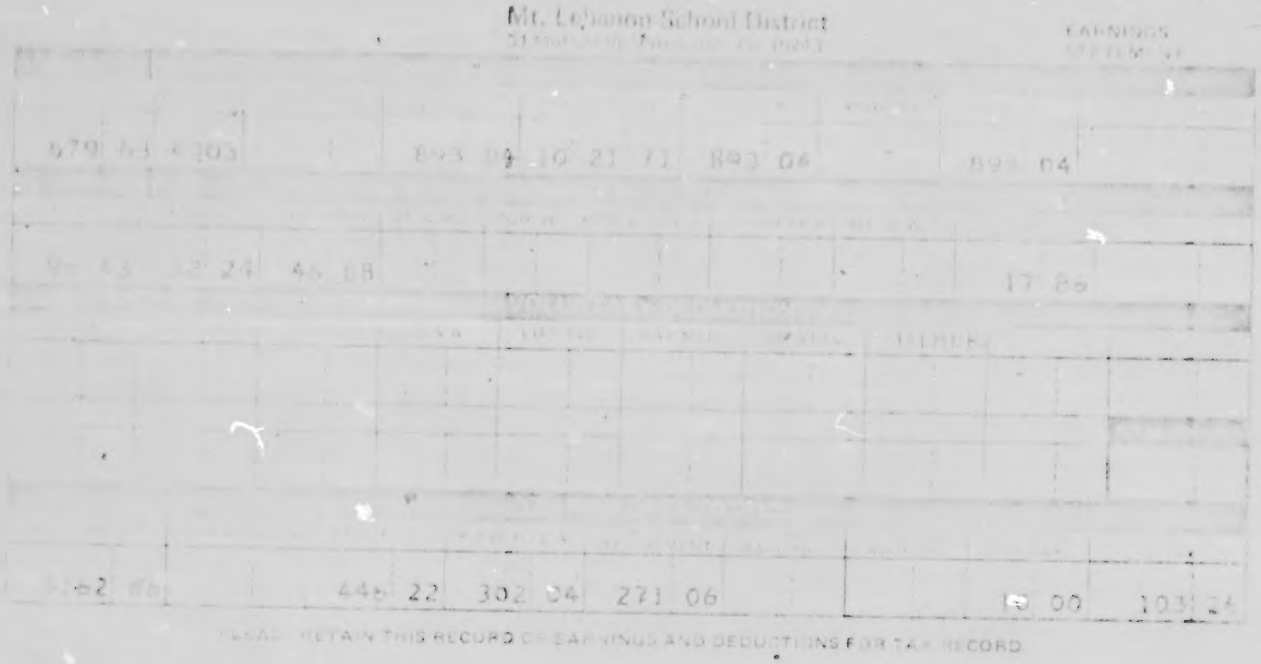
Cô ấy không theo đúng lời chỉ dẫn ở điểm nào?

A. Điểm A
B. Điểm B
C. Điểm C
D. Điểm D

8. Ông Phát 62 tuổi. Ông ấy mất việc làm thâu ngân viên ở cửa hàng tạp hóa. Ông Phát nghĩ rằng ông bị đuổi vì tuổi già. Ông ấy có thể xin giúp đỡ ở đâu?

A. Hãng bảo hiểm.
B. Hội đồng nhân quyền.
C. Trung tâm giáo dục người lớn.
D. Cảnh sát cuộc.

9. Đây là phiếu lương của anh Triệu cho tháng 10,1977. Hỏi anh ta làm được bao nhiêu trước khi trừ thuế?



10. Anh Siu Lim làm việc ca nhất tại Philadelphia Textile Company. Hàng ngày anh ta đến sở làm đúng 8 giờ 15 phút. Hỏi như vậy sẽ có gì xảy ra đây?

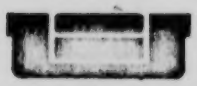
PHILADELPHIA TEXTILE COMPANY

Điều lệ cho nhân công

1. Ca nhất : 8 giờ sáng - 4 giờ chiều.
   Ca nhì : 4 giờ chiều - 12 giờ đêm.
   Ca ba : 12 giờ đêm - 8 giờ sáng.
2. 30 phút nghỉ ăn cơm trưa.
3. Mỗi ngày phải bấm thẻ vào làm và tan sở.
4. Báo cáo những khó khăn và tai nạn cho trưởng toán của mình.
5. Lãnh lương 2 tuần lễ một lần vào ngày thứ Sáu.

A. Ông giám đốc của Siu Lim sẽ nói rằng anh ấy sẽ mất việc nếu anh ấy cứ tiếp tục đến trễ.
B. Siu Lim sẽ bị tai nạn.
C. Siu lim sẽ được lên chức.
D. Siu Lim sẽ được làm thẻ mới.

(AIU use)



Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL PRE-TEST:

OCCUPATIONAL KNOWLEDGE

Cambodian Version

Student's Name _____
Last First Middle

Date of Birth _____ Sex _____

Native Language _____

Date _____ Score _____

Scorer's Name _____

ចំណាំជាដំបូង:

១- តើអ្នកមានបំណងចង់ចូលរៀនភាសាអង់គ្លេសដើម្បីអ្វី ?
ក. ដើម្បីការងារ
ខ. ដើម្បីការសិក្សាបន្ត
គ. ដើម្បីទាំងពីរយ៉ាង
ឃ. ផ្សេងៗ

២. តើអ្នកធ្លាប់បានសិក្សាភាសាអង់គ្លេសពីមុនមកហើយឬនៅ ? ប្រសិនបើធ្លាប់ តើអ្នកបានសិក្សាដល់កម្រិតណា ? តើអ្នកបានប្រឡងជាប់ G.E.D. (មធ្យមសិក្សា) ឬនៅ ? តើអ្នកបានរៀនភាសាអង់គ្លេសអស់រយៈពេលប៉ុន្មានឆ្នាំ ?
ក. ធ្លាប់រៀនតែបន្តិចបន្តួច
ខ. ធ្លាប់រៀនរហូតដល់ថ្នាក់ទី ៩
គ. ធ្លាប់រៀនរហូតដល់ថ្នាក់ទី ១២ ហើយ
ឃ. ធ្លាប់រៀនរហូតដល់ថ្នាក់ទី ១២ ហើយបានប្រឡងជាប់ G.E.D.
ង. ធ្លាប់រៀនរហូតដល់ថ្នាក់ទី ១២ ហើយបានប្រឡងជាប់ A.B.C. ឬ G.E.D.
ច. ផ្សេងៗ

៣. តើអ្នកណាជាអ្នកបង្រៀនថ្នាក់នេះ ?

ថ្នាក់ភាសាអង់គ្លេសទំនើប
ថ្នាក់ភាសានៅជាមួយនឹងទំនើប ថ្នាក់រៀនមានគោលដៅច្បាស់លាស់ទាំងអ្នកបង្រៀន ថ្នាក់រៀនមានបរិយាកាសកក់ក្តៅ និងមានភាពរីករាយក្នុងការសិក្សា ។ មានការគ្រប់គ្រងពេលវេលាយ៉ាងម៉ឺងម៉ាត់ ។ ល្បឿនក្នុងការសិក្សាស្របតាមការគិតគោរព ។
សូមទូរស័ព្ទមក : ៩៩៩-២៧១៤ ឈ្មោះ : ពេជ្រ
ចិនប្រែការទំនាក់ទំនង

ក. តើអ្នកមានពេលវេលាប៉ុន្មានក្នុងមួយថ្ងៃដើម្បីធ្វើកិច្ចការផ្ទះមួយ ?
ខ. តើអ្នកមានបំណងចង់ប្រឡងជាប់ថ្នាក់ណា ?
គ. តើអ្នកសង្ឃឹមថានឹងប្រឡងជាប់ថ្នាក់ណា ?
ឃ. តើអ្នកចង់ប្រឡងជាប់ថ្នាក់ណា ?

៤. តើនៅទីកន្លែងណាដែលបានរៀបរាប់ក្នុងរូបភាពនេះ ដែលអ្នកអាចរកឃើញការងារធ្វើ ?

ក. តាមរយៈការសិក្សាពី VO-TECH ដែលអ្នកបានរៀន

ខ. ក្រុមប្រឹក្សាឆ្នាំងកណ្តឹងដី CETA

គ. តាមរយៈការបិតជិះ

ឃ. តាមរយៈការផ្សាយតាមវិទ្យុ និងទូរទស្សន៍

៥. មានកន្លែងណាខ្លះដែលផ្តល់ការងារនេះ ? តើគាត់ត្រូវទៅឯណា ?

ត្រូវការអ្នកឈាមរក្សាសន្តិសុខ
ដើម្បីការពារផ្ទាំងបាំង
អាយុ ១៨ឆ្នាំឬចាស់ជាង ។ មិនចាំបាច់មានការគាំទ្រពីមុនទេ ។
ត្រូវមានអ្នកដែលនាំមុខស្អាត ទទួលបានដើម្បីការពារ ។ ល្អ
មានចំណេះដឹងពីការប្រើប្រាស់ទាំងមើលឃើញ ឬ ឮ ។
WACKENHUT, INC
109 CHESNUT STREET
មិនត្រូវការទាក់ទងសម្ភាសន៍ទេ

ក. អ្នករៀបចំការងារ

ខ. អ្នកអ្នកដែលនាំមុខស្អាត

គ. ផ្នែកនាយកដ្ឋាន WACKENHUT

ឃ. ទីភ្នាក់ងារជួលការងារ

៦. ឯកសារដែលត្រូវប្រើនៅពេលមានការសម្ភាសន៍ដើម្បីទទួលការងារ ?

ក. មានចំណាំមួយចួនដែលបានសរសេរ

ខ. ស្នាមមេដៃ

គ. ប្រវត្តិរូបសង្ខេប

ឃ. ចម្លើយសំនួរខ្លះអំពីក្រុមហ៊ុន

៧. ចូរពិនិត្យឯកសារ W-4 របស់លោក MARIA GONZALES ។

Form W-4 (Rev. December 1978)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate
(Use for Wages Paid After December 31, 1978)

This certificate is for income tax withholding purposes only. It will remain in effect until you change it. If you claim exemption from withholding, you will have to file a new certificate on or before April 30 of next year.

A) Type or print your full name: Maria Gonzalez
Your social security number: D) 183-26-5890

B) Home address (number and street or rural route): 10 Orange Street

C) City or town, State, and ZIP code: Lancaster, PA 17603

Marital Status: ☑ Single ☐ Married ☐ Married, but withhold at higher Single rate
Note: If married, but legally separated, or spouse is a nonresident alien, check the single block.

1 Total number of allowances you are claiming 1
2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . . $
3 I claim exemption from withholding (see instructions). Enter "Exempt" . . . . .

Under the penalties of perjury, I certify that the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled. If claiming exemption from withholding, I certify that I incurred no liability for Federal income tax for last year and I anticipate that I will incur no liability for Federal income tax for this year.

Signature ▶ Maria Gonzalez Date ▶ October 1 19 79

Detach along this line

តើលោក MARIA GONZALES មិនត្រូវតម្រូវឱ្យសងប្រាក់ពន្ធសរុបប៉ុន្មានដុល្លារ ?

ក. ចំនួន A
ខ. ចំនួន B
គ. ចំនួន C
ឃ. ចំនួន D

៨. លោកស្មានថាអ្នកណាខ្លះ ដែលត្រូវតែបង់ប្រាក់ពន្ធលើប្រាក់ចំណូលរបស់ពួកគេ ? លោកស្មានយល់ថាតើត្រូវតែបង់ប្រាក់ពន្ធលើប្រាក់ចំណូលប៉ុន្មានភាគរយ ? តើសមាមាត្រនេះជាអ្វី ?

ក. ប្រជាជនទាំងអស់
ខ. សមាជិកសភា
គ. មន្ត្រីមានសិទ្ធិមានស្ថានទូតបរទេស
ឃ. ជនបរទេសដែលមានប្រាក់ចំណូល

ទេះគឺជាប៉ុន្មានប្រៀងធៀបនឹងសំភារៈទាំងអស់ដែលត្រូវការ
ដើម្បីសាងសង់ផ្ទះមួយខ្នង ?

Mt. Lebanon School District
31 Moffett St. Pittsburgh, Pa. 15243

EARNINGS STATEMENT

CURRENT EARNINGS

CHECK	EMP. NO.	REGULAR	BONUS	DATE OF PAY	GROSS	ANNUITY	MISC.	
679 63	4003		893 04	10 21 77	893 04		893 04	

DEDUCTIONS

FIT	FICA	RETIREMENT	MT. LWT			OTHER TAX	MT. LWT		
96 43	52 24	46 88						17 86	

VOLUNTARY DEDUCTIONS

CODE	DEDUCT. NO.	BONDS	U.S.A.	CREDIT	MAY MED	DENTAL	CHECK	NON-TAX

YEAR TO DATE EARNINGS

Y.T.D. GROSS	Y.T.D. ANNUITY	Y.T.D. F.I.T.	Y.T.D. F.I.C.A.	RETIREMENT	W.A. TAX	W.A.H. TAX	LOC. TAX	S.T. TAX
5162 86		446 22	302 04	271 06			10 00	103 26

PLEASE RETAIN THIS RECORD OF EARNINGS AND DEDUCTIONS FOR TAX RECORD

ក. $ ៦៧៨.៥៣
ខ. $ ៩៨៣.៦៤
គ. $ ៤៤៦.៦៦
ឃ. $ ៣០៦.០៤

១០. លោកលីមស៊ុនធ្វើការនៅឯណាខ្លះ ហើយតើគាត់ធ្វើការ PHILADELPHIA (PHILADELPHIA TEXTILE COMPANY) ក្នុងរដូវក្តៅមានន័យថាធ្វើការ
ស្មើនឹងម៉ោងប៉ុន្មាន ? ១៩ ឆ្នាំ ក្នុងចំណោមអាជីពទាំងនេះ តើគាត់ធ្វើ
ការនៅឯណាច្រើនជាងគេ ?

PHILADELPHIA TEXTILE COMPANY

ច្បាប់សំភាសបុគ្គលិក

១. ឧទាហរណ៍ ១ : តើអ្នកបានធ្វើការនៅឯណា

ឧទាហរណ៍ ២ : តើអ្នកនៅឯណា ហើយអ្នកធ្វើការ

ឧទាហរណ៍ ៣ : តើអ្នកមក ពីណា ហើយអ្នកធ្វើការ

២. ចូរសរសេរ: តើអ្នក ទៅណា ជាមួយនរណា

៣. ចូរនិយាយប្រាប់ ពីអ្វីដែលអ្នកធ្វើ ជារៀងរាល់ថ្ងៃ

៤. ចូរសរសេរអំពី ការងារ ដែលអ្នកធ្លាប់ ធ្វើកន្លងមក

៥. ចូរនិយាយ អំពី រៀបការ ជាមួយ ប្តី

ក. ទាក់ទងនឹងលោកនាយកដែលបានជួបគាត់ ឬ គាត់ទាក់ទងអ្នក
តើគាត់ជាអ្នកណា ហើយតើអ្នកត្រូវធ្វើអ្វីខ្លះ ?

ខ. តើមានអ្វីខ្លះ ដែលអ្នកត្រូវធ្វើ

គ. តើមានអ្វីខ្លះ ដែលអ្នកមិនត្រូវធ្វើ

ឃ. តើមានអ្នក ណាខ្លះ ដែលអ្នកត្រូវជួប

(AIU use)

Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL POST-TEST:

OCCUPATIONAL KNOWLEDGE

English Version

Student's Name _____
Last First Middle

Date of Birth _____ Sex _____

Native Language _____

Date _____ Score _____

Scorer's Name _____

Hours of Instruction for This Topic _____

OCCUPATIONAL KNOWLEDGE

1. Siu Lim works first shift at the Philadelphia Textile Company. He comes to work at 8:15 every day. What will probably happen soon?

Philadelphia Textile Company -Employee Rules-
1. First shift: 8 a.m. - 4 p.m. Second Shift: 4 p.m. - 12 midnight Third Shift: 12 midnight - 8 a.m.
2. 30-minute lunch break.
3. You must punch in and out every day; do not punch anyone else's card.
4. Report all problems and accidents to your supervisor.
5. Payday is every other Friday.

A. Siu Lim's supervisor will tell him that he will lose his job if he keeps coming in late.
B. Siu Lim will have an accident.
C. Siu Lim will get a promotion.
D. Siu Lim will get a new time card.

2. Mr. Perez is 62 years old., He lost his job as a cashier in a department store. Mr. Perez thinks that he was fired because he is old. Where can he get help?

A. Insurance Company
B. Civil Rights Commission
C. Adult Enrichment Center
D. Police Station

3. Which is <u>not</u> good to do when you have a job interview?

   A. Arrive a few minutes early.
   B. Dress neatly.
   C. Ask the interviewer to do you a special favor.
   D. Ask some questions about the company.

4. All of these places can help you find a job. Which one would probably charge you money for this?

   A. Your vo-tech school's placement office.
   B. Your CETA counselor
   C. Private employment agency
   D. Bureau of Employment Security (B.E.S.)

5. Hoang cannot decide what kind of job to look for after she gets her G.E.D. Where can she go for help?

   A. Bureau of Employment Security
   B. Private employment agency
   C. Her ABE or GED counselor
   D. All of these.

6. This is Trieu's pay statement for October, 1977. How much money did he make before deductions?

Mt. Lebanon School District
31 Moffett St., Pittsburgh, Pa. 15243

EARNINGS STATEMENT

CURRENT EARNINGS

AMOUNT OF CHECK	EMP. NO.	ABSENCE	OTHER EARNINGS	DATE OF PAY	GROSS 1	ANNUITY	GROSS 2	
679 63	4003		893 04	10 21 77	893 04		893 04	

TAXES & RETIREMENT

F.I.T.	F.I.C.A.	RETIREMENT	MT. L.W.T.	PGH. W.T.	MT. L. OCC. T.	OTHER TAX	MT. O. W.T.	S.I.T.	
96 43	52 24	46 88						17 86	

VOLUNTARY DEDUCTIONS

DUES	HOSP. INS.	BONDS	H & A	LIFE INS.	MAJ. MED.	DENTAL	OTHER		

YEAR TO DATE TOTALS

Y.T.D. GROSS	Y.T.D. ANNUITY	Y.T.D. F.I.T.	Y.T.D. F.I.C.A.	Y.T.D. RETIREMENT	Y.T.D. MT. L. WAGE TAX	Y.T.D. PGH. WAGE TAX	Y.T.D. MT. L. OCC. TAX	Y.T.D. S.I. TAX
5162 86		446 22	302 04	271 06			10 00	103 26

PLEASE RETAIN THIS RECORD OF EARNINGS AND DEDUCTIONS FOR TAX RECORD

A. $679.63
B. $893.04
C. $446.22
D. $302.04

7. Leonid is interested in this job. What should he do?

SECURITY GUARDS
Full Time

18 years and over. No experience needed. References required. Start at once. Apply in person between 3 p.m. and 8 p.m.

Wackenhut, Inc.
109 Chestnut Street
Equal Opp. M/F

A. Write for an application.
B. Send his references.
C. Go to the Wackenhut office.
D. Call for an appointment.

8. This is Maria Gonzalez's W-4 form:

Form **W-4**
(Rev. December 1978)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

(Use for Wages Paid After December 31, 1978)

This certificate is for income tax withholding purposes only. It will remain in effect until you change it. If you claim exemption from withholding, you will have to file a new certificate on or before April 30 of next year.

(A) Type or print your full name: María González

(D) Your social security number: 183-26-5890

(B) Home address (number and street or rural route): 10 Orange Street

(C) City or town, State, and ZIP code: Lancaster, PA 17603

Marital Status:
☒ Single ☐ Married
☐ Married, but withhold at higher Single rate
Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming 1
2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . . $
3 I claim exemption from withholding (see instructions). Enter "Exempt" . . . . .

Under the penalties of perjury, I certify that the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled. If claiming exemption from withholding, I certify that I incurred no liability for Federal income tax for last year and I anticipate that I will incur no liability for Federal income tax for this year.

Signature ▶ María González Date ▶ October 1 19 79

Detach along this line

Where did she not follow the instructions?

A. Item A
B. Item B
C. Item C
D. Item D

9. Which job probably requires a driver's license?

A. Baker
B. Delivery person
C. Lawyer
D. Nurse

10. Which person is right for this job?

CLERK

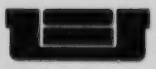
Person wanted for our Service Department. Must enjoy telephone contact with customers. Must be friendly. Must like to help others. Full company benefits. Salary open.

CALL

555-2214, ext. 317
Equal Opportunity Employer
m/f

A. Lina - Enjoys being a volunteer in the office of a clinic.
B. Jose - Likes to work with his hands.
C. Anna - Likes to be outdoors a lot.
D. Minh - Likes to work alone.

(AIU use)



Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

ADULT PERFORMANCE LEVEL POST-TEST:

ASUNTOS DEL TRABAJO

Versión Española

Nombre _____

Cumpleaños _____ Sexo _____

Fecha _____ Score _____

Scorer's Name _____

Hours of Instruction for This Topic _____

ASUNTOS DEL TRABAJO

1. Siu Lim trabaja el primer turno en la Compañía de Textiles de Filadelfia. Él llega todos los días a las 8:15 p.m. ¿Qué es lo más probable que le pase pronto?

> Compañía de Textiles de Filadelfia
> -Reglas de los empleados-
>
> 1. Primer turno: 8 a.m. - 4 p.m.
> Segundo turno: 4 p.m. - medianoche
> Tercer turno: medianoche - 8 a.m.
> 2. 30 minutos para almorzar.
> 3. Marque su tarjeta de horas de trabajo al entrar y al salir; no marque la tarjeta de otro trabajador.
> 4. Reporte todos los problemas y accidentes a su supervisor.
> 5. Día de pago es cada dos viernes.

A. El supervisor de Siu Lim le va a decir que perderá su trabajo si sigue llegando tarde.
B. Siu Lim tendrá un accidente.
C. Siu Lim recibirá un ascenso.
D. Siu Lim recibirá una nueva tarjeta.

2. El Sr. Pérez tiene 62 años. El perdió su trabajo como cajero en una tienda por departamentos. El Sr. Pérez cree que fué despedido por su edad. ¿Dónde puede conseguir ayuda?

A. En una compañía de seguros
B. En la Comisión de Derechos Civiles
C. En el Centro para el Enriquecimiento de Adultos
D. En la estación de policía

3. ¿Qué no se debe hacer cuando se tiene una entrevista de empleo?

A. Llegar unos minutos más temprano.
B. Vestirse bien.
C. Pedirle al entrevistante que le haga un favor especial.
D. Hacer preguntas sobre la compañía.

4. Todos estos lugares le pueden ayudar a conseguir empleo. ¿Cuál de ellos probablemente le cobre dinero?

A. La oficina de empleo de su escuela vocacional
B. Su consejero de C.E.T.A.
C. Una agencia privada de empleo
D. El Departamento de Seguridad de Empleos (B.E.S.)

5. Hoang no puede decidirse qué tipo de trabajo buscar después de ganar su G.E.D. ¿Dónde debe de ir para buscar ayuda?

A. Al Departamento de Seguridad de Empleos (B.E.S.)
B. A una agencia privada de empleos
C. A su consejero de A.B.E. o G.E.D.
D. A todos éstos

6. Éste es el estado de cobro de Trieu para octubre de 1977. ¿Cuánto dinero hizo antes de las deducciones?

Mt. Lebanon School District
31 Moffett St., Pittsburgh, Pa. 15243

EARNINGS STATEMENT

CURRENT EARNINGS

AMOUNT OF CHECK	EMP NO	ABSENCE	OTHER EARNINGS	DATE OF PAY	GROSS 1	ANNUITY	GROSS 2	
679 63	4003		293 04	10 21 77	893 04		893 04	

TAXES & RETIREMENT

F I T	F I C A	RETIREMENT	MT L W T	PGH W T	MT L OCC T	OTHER TAX	MT O W T	S I T	
96 43	52 24	46 88						17 86	

VOLUNTARY DEDUCTIONS

DUES	HOSP INS	BONDS	H & A	LIFE INS	MAJ MED	DENTAL	[illegible]		
									TOTAL VOL DED

YEAR TO DATE TOTALS

YTD GROSS	YTD ANNUITY	YTD F I T	YTD F I C A	YTD RETIREMENT	YTD MT L WAGE TAX	YTD PGH WAGE TAX	YTD MT L OCC TAX	YTD S I TAX
5162 86		446 22	302 04	271 06			10 00	103 26

PLEASE RETAIN THIS RECORD OF EARNINGS AND DEDUCTIONS FOR TAX RECORD

A. $679.63
B. $893.04
C. $446.22
D. $302.01

7. Leonid está interesado en este empleo. ¿Qué debe de hacer?

GUARDIA
Tiempo Completo

Por los menos 18 años. Sin experiencia. Se necesita referencias. Comienzo inmediato. Solicite en persona entre 3 p.m. y 8 p.m.

Wackenhut, Inc.
109 Chestnut Street
Equal Opp. M/F

A. Pedir una solicitud por correo.
B. Mandar sus referencias.
C. Ir a la oficina de la Wackenhut.
D. Llamar por teléfono para pedir una cita.

8. Éste es el formulario W-4 de María González:

Form **W-4**
(Rev. December 1978)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

(Use for Wages Paid After December 31, 1978)

This certificate is for income tax withholding purposes only. It will remain in effect until you change it. If you clair.. exemption from withholding, you will have to file a new certificate on or before April 30 of next year.

(A) Type or print your full name: María González

(D) Your social security number: 183-26-5890

(B) Home address (number and street or rural route): 10 Orange Street

(C) City or town, State, and ZIP code: Lancaster, PA 17603

Marital Status:
- [X] Single
- [ ] Married
- [ ] Married, but withhold at higher Single rate

Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming 1

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . . $

3 I claim exemption from withholding (see instructions). Enter "Exempt" . . . . .

Under the penalties of perjury, I certify that the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled. If claiming exemption from withholding, I certify that I incurred no liability for Federal income tax for last year and I anticipate that I will incur no liability for Federal income tax for this year.

Signature ► María González Date ► October 1 19 79

¿En dónde no siguió las instrucciones?

A. Artículo A ("Escriba a máquina o en letra de molde su nombre completo.")
B. Artículo B ("Dirección")
C. Artículo C ("Ciudad, Estado, y Zip Code.")
D. Artículo D ("Número de Seguro Social")

9. ¿Cuál de estos trabajos probablemente requiera una licencia de conducir?

A. Repostero
B. Mensajero
C. Abogado
D. Enfermera

10. ¿Cuál es la persona correcta para este trabajo?

EMPLEADO

Se necesita empleado para nuestro departamento de servicio. Debe disfrutar trabajar por teléfono con clientes, ser amistoso, y gustarle ayudar a los demás. Beneficios completos. Salario a discutir.

LLAME

al 555-2214, ext. 317
Equal Opportunity Employer
m/f

A. Lina - Le gusta trabajar como voluntaria en la oficina de una clínica.
B. José - Le gustan los trabajos manuales.
C. Ana - Le gusta estar al aire libre.
D. Minh - Le gusta trabajar solo.

Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

BÀI THI MỨC ĐỘNG CHO NGƯỜI LỚN:

OCCUPATION KNOWLEDGE POST TEST

SU HIEU BIET VE CONG VIEC

(Vietnamese Version)

Tên họ học viên: _____ họ _____ tên _____ tên đệm

Ngày sinh: _____ Nam hay nữ _____

Tiếng mẹ đẻ: _____

Ngày thi: _____ Điểm _____

Người chấm thi: _____

1. Anh Siu Lim làm việc ca nhất tại Philadelphia Textile Company. Hằng ngày anh ta đến sở làm đúng 8 giờ 15 phút. Như vậy sẽ có việc gì xảy ra đây?

PHILADELPHIA TEXTILE COMPANY

ĐIỀU LỆ CHO CÔNG NHÂN

1. Ca nhất : 8 giờ sáng - 4 giờ chiều
   Ca nhì : 4 giờ chiều - 12 giờ đêm
   Ca ba : 12 giờ đêm - 8 giờ sáng
2. 30 phút nghỉ ăn cơm trưa.
3. Mỗi ngày phải bấm thẻ vào lãm và tan sở; không được bấm thẻ của người khác.
4. Báo cáo những khó khăn và tai nạn cho trưởng toán ngay.
5. Lãnh lương hai tuần một lần vào ngày thứ sáu.

A. Ông Giám đốc của Siu Lim sẽ nói rằng anh ấy sẽ mất việc nếu anh ấy cứ tiếp tục đến trễ.

B. Siu Lim sẽ bị tai nạn.

C. Siu Lim sẽ được lên chức.

D. Siu Lim sẽ được lãm thẻ mới.

2. ÔNG Perez 62 tuổi. Ông ấy mất việc làm thâu ngân viên ở cửa hàng tạp hóa. Ông Perez nghĩ rằng ông bị đuổi vì tuổi già. Ông ấy có thể xin giúp đỡ ở đâu?

A. Hãng bảo hiểm.

B. Hội đồng nhân quyền.

C. Trung tâm giáo dục tráng niên.

D. Cảnh sát cuộc.

3. Điều gì nên tránh khi được phỏng vấn về việc làm?

A. Đến sớm vài phút

B. Quần áo chỉnh tề

C. Xin người phỏng vấn một đặc ân

D. Hỏi vài điều về công ty này

4. Tất cả nơi này có thể giúp bạn tìm việc làm. Văn phòng nào dưới đây mà bạn phải trả lệ phí cho sự giúp đỡ này?

A. Văn phòng tìm việc của trường Vô-Tech mà bạn theo học.

B. Cố vấn thuộc chương trình CETA.

C. Văn phòng tìm việc của tư nhân.

D. Văn phòng tìm việc của chính phủ (B.E.S.)

5. Cô Hoàng không thể quyết định là nên tìm việc nào làm sau khi cô ấy có bằng GED (Trung Học). Cô ấy có thể xin đượcgiúp đỡ nơi đâu?

A. Văn phòng tìm việc của chính Phủ.

B. Văn phòng tìm việc của tư nhân.

C. Cố vấn của cô ấy trong chuông trình A.B.E. hoặc G.E. D.

D. Tất cả những nơi trên đây.

6. [illegible] 1977.
[illegible] anh ấy làm được bao [illegible]?

Mt Lebanon School District

EARNINGS STATEMENT

879 63 4003				893 04	10	21	77	893 04			893 04		
98 43	52	24	46	88							17 86		
										OTHER			
3162 86	-			446 22	302	04	271	06			10 00	103	25

PLEASE RETAIN THIS RECORD OF EARNINGS AND DEDUCTIONS FOR TAX RECORD

A. $879.03
B. $893.04
C. $446.22
D. $302.04

7. Ông Leonid ưa thích công việc nầy. Ông ta phải lãm gì?

NHÂN VIÊN AN NINH

Full time

18 tuổi và lớn hơn. Không cần kinh nghiệm. Phải có người giới thiệu. Lãm việc ngay. Đích thân đến nóp đơn từ 3.PM đến 8PM

Wackenhut, Inc.

109 Chesnut Street

Equal Opp. M/F

A. Viết đơn xin
B. Nhờ người giới thiệu.
C. Đến văn phòng số Wackenhut
D. [illegible] tuổi xin ben.

8. Xem tờ mẫu W-4 của cô Maria Gonzalez.

Form W-4 (Rev. December 1978)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate
(Use for Wages Paid After December 31, 1978)

This certificate is for income tax withholding purposes only. It will remain in effect until you change it. If you claim exemption from withholding, you will have to file a new certificate on or before April 30 of next year.

(A) Type or print your full name: Maria Gonzalez — Your social security number: (D) 183-26-5690

(B) Home address (number and street or rural route): 10 Orange Street — Marital Status: ☑ Single ☐ Married ☐ Married, but withhold at higher Single rate

(C) City or town, State, and ZIP code: Lancaster, PA 17603

Note: If married, but legally separated, or spouse is a nonresident alien, check the single box.

1 Total number of allowances you are claiming 1

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . . $

3 I claim exemption from withholding (see instructions). Enter "Exempt" . . . . .

Under the penalties of perjury, I certify that the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled. If I am claiming exemption from withholding, I certify that I incurred no liability for Federal income tax for last year and I anticipate that I will incur no liability for Federal income tax for this year.

Employee ▶ Maria Gonzalez Date ▶ October 1 19 78

Detach along this line

Có ấy không theo đúng lối chỉ dẫn ở điểm nào?

A. Điểm A.

B. Điểm B.

C. Điểm C.

D. Điểm D.

9. Những công việc nàocó thể đòi hỏi bằng lái xe?

A. Người làm bánh.

B. Người giao hàng.

C. Luật sư.

D. Thầy giáo.

10. Người nào thích hợp cho công việc nầy?

CẦN NGƯỜI BÁN HÀNG

Làm việc tại cửa hàng. Thích giao dịch với khách hàng bằng điện thoại. Vui vẻ thân mật . Thích giúp đỡ người khác. Đầy đủ quyền lợi của sở. Tiền lương tùy định.

Điện thoại về: -
555-2214, ext. 317
Equal opportunity Employer M/F

A. Lina - thích tình nguyện làm việc trong văn phòng bệnh viện.
B. Jose - thích làm bằng tay.
C. Anna - thích làm việc ngoài trời.
D. Minh - thích làm việc một mình.

BILINGUAL ADULT BASIC EDUCATION PROJECT

Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, PA 15212
(412) 323-5837

TEACHER OBSERVATION CHECKLIST

Teacher's Name_____ Date_____

Location_____

APL Topic_____

Number of students present_____

Length of observation_____ minutes

Rating Scale
5 = Outstanding
4 = Good
3 = Acceptable
2 = Below Average
1 = Inadequate

Medium of Instruction:

English	0%	25%	50%	75%	100%
Native Language ( )	0%	25%	50%	75%	100%

Rating

A. Teacher preparedness _____

B. Effective use of native language instruction _____

C. Appropriateness of instructional techniques _____

D. Appropriateness of instructional materials _____

E. Teacher's knowledge of subject matter _____

F. Effective use of time _____

G. Pace of class _____

H. Student involvement and response _____

I. Overall classroom environment _____

J. Teacher's sensitivity to cross-cultural differences _____

Additional Comments_____

_____

_____

_____

 Observed by _____ 9/79

(AIU use)

Bilingual Adult Basic Education Project
Allegheny Intermediate Unit
2 Allegheny Center, Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5837

BILINGUAL COUNSELING REPORT

Student's Name _____
last first middle

Date of Birth _____ Sex _____

Native Language _____ For the period / /80 - / /80

CODE:

Community Resources = CR
Consumer Economics = CE
Government and Law = G+L
Health = H
Occupational Knowledge = OK

DATE	SERVICE PROVIDED, PROBLEMS ENCOUNTERED, COMMENTS, ETC.	CODE	HOURS

252

Counselor's Signature

JRG, 9/79

253

Bilingual ABE Project
Allegheny Intermediate Unit
Suite 1300, Two Allegheny Center
Pittsburgh, PA 15212
(412) 323-5837

STUDENT INTERVIEW FORM

Site _____ Date _____

Student's Name _____
(last) (first) (middle)

Age _____ Sex _____ Occupation _____

Native Language _____ Began Program _____
(date)

1. Why did you come to the program? _____

_____

_____

_____

2. How much has the program helped you with this goal? _____ very much

_____ somewhat _____ not at all _____

_____

_____

_____

3. How interesting are the classes? _____ very interesting _____ somewhat

interesting _____ not interesting _____

_____

_____

4. What do you like most about the classes? _____

_____

_____

Least? _____

_____

_____

5. How much has the bilingual counseling helped you? _____ a lot

_____ somewhat _____ not at all Why? _____

_____

_____

_____

_____

_____

6. Since you began the program, has your life changed in any of these areas? If so how?

a. _____ Community Resources _____

_____

_____

b. _____ Health _____

_____

_____

c. _____ Government & Law _____

_____

_____

d. _____ Consumer Economics _____

_____

_____

e. _____ Occupational Knowledge _____

_____

_____

7. Please give your opinion of the materials used in the class:

Title	excellent -- good -- okay -- bad

8. How can we make the program better for you? _____

9. Further comments _____

Interviewer

JRG:mau, 12/79

Bilingual ABE Project
Allegheny Intermediate Unit
Suite 1300, Two Allegheny Center
Pittsburgh, PA 15212

PROGRAM EVALUATION FORM

In order to improve the program, please take a few minutes to evaluate the implementation of the project to date.

NAME _____ (optional) POSITION _____

CLASS LOCATION _____

PRESENT ENROLLMENT _____ DATE _____

* *

I. Please evaluate each program component. Be specific.

A. BILINGUAL LIFE-COPING SKILLS INSTRUCTION

1. Overall effectiveness and benefit to students

(check one) _____very effective _____somewhat effective _____not effective

2. Strengths _____

_____

_____

3. Problems encountered _____

_____

_____

4. Suggestions for improvement _____

_____

_____

B. BILINGUAL COUNSELING

1. Overall effectiveness and benefit to students

(check one) _____very effective _____somewhat effective _____not effective

2. Strengths _____

_____

_____

3. Problems encountered _____

_____

_____

4. Suggestions for improvement _____

_____

_____

C. BILINGUAL INFORMATION SERVICES PRESENTATIONS

1. Overall effectiveness and benefit to students

	very	somewhat	not
(check one)	_____effective	_____effective	_____effective

2. Strengths _____

_____

_____

3. Problems encountered _____

_____

_____

4. Suggestions for improvement _____

_____

_____

D. STAFF DEVELOPMENT WORKSHOPS

1. Overall effectiveness and benefit to students

	very	somewhat	not
(check one)	_____effective	_____effective	_____effective

2. Strengths _____

_____

_____

3. Problems encountered _____

_____

4. Suggestions for improvement _____

_____

_____

II. Please give your opinion of the coping skills materials you are using, with reference to their appropriateness, completeness, student response, etc.:

A. Title _____ Language _____

Comments _____

_____

_____

_____

_____

_____

B. Title _____ Language _____

Comments _____

_____

_____

_____

_____

_____

III. Coordination of activities by Allegheny Intermediate Unit staff has been:

very		not
_____effective	_____effective	_____effective

Comments and Suggestions _____

_____

_____

_____

_____

_____

_____

_____

ALLEGHENY INTERMEDIATE UNIT

HAROLD E. OYER · EXECUTIVE DIRECTOR
Suite 1300 · Two Allegheny Center · Pittsburgh, PA 15212
(Area Code 412) 323-5705

Bilingual ABE Project
ADULT PERFORMANCE LEVEL PRE- AND POST-TESTING

Guidelines for Test Administration

A multiple-choice, Adult Performance Level Pre-Test and a Post-Test have been developed by the Bilingual ABE Project for each of the five APL Content Areas: Community Resources, Consumer Economics, Government and Law, Health, and Occupational Knowledge. The purpose of the tests is to measure students' growth in life-coping and literacy skills. Specifically, the project has set the following student performance objective: At least 70% of the participants receiving bilingual/ESL/APL instruction will demonstrate growth in life-coping and/or literacy skills, as measured by APL-type assessment instruments developed by the project.

1. In view of this objective, it is important for as many participants as possible to be pre- and post-tested on the APL areas they study. To facilitate this, it is recommended that one APL content area at a time be pre-tested, studied in class, and then post-tested. New students entering the program late should take the appropriate pre-test as soon as possible. Urge students to give you a few days' notice if they drop out, so that you can administer the appropriate post-test.

2. Be sure that your students understand the purpose of the tests; there are no "passing" or "failing" grades per se. Pre- and post-test scores will be compared to determine the progress of individual students and also of the class as a whole.

3. Students should be aware that you select specific APL topics for study based upon their responses to the APL Needs Assessment Survey. Therefore, topics related to some test items might not be covered in class. Nevertheless, students should answer all test questions to the best of their ability. There is no penalty for guessing.

4. During pre- and post-testing sessions, provide your students with both the native language and the English versions of the test, or with the English version only. Instruct your students to fill out the cover page and mark their answers on the version of their choice. Of course, a student must mark his/her answers on only one of the two versions, not both. Be sure to collect all tests at the end of the session and separate completed ones from those which can be re-used.

5. For evaluation purposes, it is important to be consistent in the version(s) of the test administered. For example, if a student opts to refer to both the English and the Spanish versions of the Health Pre-Test, he/she should also have copies of both versions during the Health Post-Test session.

6. Make sure that the cover page on the tests is filled out correctly. On post-tests, you should also indicate the approximate hours of instruction the student received in that APL content area. Also, please make a note on the

cover page of each completed test to indicate which version(s) the student had access to (e.g., "English Only", "Vietnamese Only", "English and Spanish", etc.).

7. Instruct students to circle the letter of the one best answer for each question. Either pen or pencil may be used, as long as the student's choice is clear to the scorer.

8. There is no time limit for test sessions. In general, allow at least one hour per test.

9. There should be no talking among students during test sessions and no use of dictionaries, notes, textbooks, etc.

10. Students should not be given explanation or guidance on how to answer specific test questions.

11. Keep in mind that the post-tests for each content area contain the same questions as the pre-tests, but in different order. Therefore, avoid discussing test items until all post-testing for a content area has been completed.

12. Return completed pre- and post-tests to Allegheny Intermediate Unit within 2 weeks of administration. You may want to correct the tests for your own information. However, you may return them unscored to AIU, and we will correct them.

If you have any questions or comments involving test administration for the project, please contact Janet Graham, Project Director, at (412) 323-5837.

Pre-Test Answer Key

Community Resources

1. C
2. C
3. A
4. C
5. A
6. B
7. A
8. A
9. D
10. B

Consumer Economics

1. A
2. C
3. A
4. D
5. B
6. C
7. A
8. B
9. B
10. B

Government & Law

1. B
2. D
3. C
4. A
5. D
6. C
7. D
8. B
9. B
10. B

Health

1. B
2. D
3. B
4. A
5. A
6. C
7. A
8. D
9. B
10. A

Occupational Knowledge

1. B
2. D
3. A
4. C
5. C
6. C
7. A
8. B
9. B
10. A

Post-Test Answer Key

Community Resources

1. D
2. B
3. A
4. A
5. C
6. C
7. A
8. B
9. C
10. A

Consumer Economics

1. B
2. A
3. D
4. C
5. A
6. B
7. B
8. C
9. B
10. A

Government & Law

1. B
2. D
3. A
4. D
5. D
6. B
7. C
8. C
9. B
10. B

Health

1. B
2. A
3. A
4. B
5. B
6. A
7. D
8. C
9. A
10. D

Occupational Knowledge

1. A
2. B
3. C
4. C
5. D
6. B
7. C
8. A
9. B
10. A

JRG, 11/79

ALLEGHENY INTERMEDIATE UNIT

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(Area Code 412) 323-5775

SOURCES OF ESL, ESP, APL, AND BILINGUAL
INSTRUCTIONAL MATERIALS FOR ADULTS
(Write for catalogs.)

SOURCE	COMMENTS
Adult Education Center School of Continuing Education Indiana University of Pa. Indiana, PA 15705 (412) 357-2227	Wide variety of ABE/ESL/APL materials and bibliographies available on loan.
Allied Education Council P.O. Box 78 Galien, MICH 49113 (616) 545-3343	Teaching English Sounds to Spanish Speakers, excellent pronunciation text. Comprehension Series, sequenced adult readers, fiction and non-fiction. Career Education Series workbooks offer pictures and vocabulary development exercises on ESP topics: Automotive, Home and Health, Appliances, Motorcycles (also a Spanish/English Automotive edition). Some exercises are inappropriate for ESL students. A good source of pictures related to technical vocabulary.
BABEL/BASTA Media Center 1033 Heinz Street Berkeley, CA 94710 (415) 658-7861	Bilingual materials for children and adults in English, Chinese, Cambodian, Spanish, and Vietnamese. Stories, curriculum guides, music, social studies, culture, parent handouts, bilingual tests, posters, and vocabulary lists.
Barron's Educational Series, Inc. 113 Crossways Park Drive Woodbury, NY 11797	High school English, vocabulary, social studies, TOEFL test preparation, etc. Study guides, refeerence books, and workbooks, including some bilingual materials. Instructional materials such as 504 Absolutely Essential Words can be adapted for advanced ESL adult learners.
BESL Center of I.U. 13 100 Franklin Street New Holland, PA 17557 (717) 354-4601	ESL, APL, ESP, and bilingual materials for adults and children available on loan. Numerous handouts on materials and techniques available on request, free of charge.
Bilingual Educational Services, Inc. P.O. Box 669 1607 Hope Street South Pasadena, CA 91030 (213) 682-3456	A wide variety of audio-visual aids and texts for use with children and adults. Topics include citizenship, math, ESL/bilingual courses, career education, Hispanic culture, etc.
Cambridge Book Company 488 Madison Avenue New York, NY 10022	Reading Competence, Improvement, Performance and Achievement are APL-based workbooks. Can be used with intermediate/advanced ESL students with mini-

mal adaptation. Lots of life-skills activities.

Center for Applied Linguistics
1611 N. Kent Street
Arlington, VA 22209
(800) 336-3040 (toll-free)

"I Want to Know..." videotape series for adults, Vietnamese Refugee Education Series, Vietnamese Textbook Series, English Pronunciation Exercises for Speakers of Vietnamese, Prevocational Module, Automechanics Module, Food Service Module, Clerical Module, and other ESL/bilingual teaching guides, glossaries and texts. All are excellent.

Check the Deck
700 Chillingsworth Drive
West Palm Beach, FL 33409
(305) 683-5050

"Check the Deck", a series of 8 card games for young adult and adult learners. Each focuses on a grammatical point: nouns, modals, passives, present continuous, past, future, past continuous, past perfect. Available as a set or separately.

Clearinghouse ADELL
Informatics, Inc.
6011 Executive Blvd.
Rockville, MD 20852
(800) 638-6628 (toll-free)
(301) 770-3000

ESL Curriculum Guides, levels I and II. Also other adult education and ESL materials.

Consumer Information Center
Pueblo, Colorado 81009

Consumer Information Catalog (Spanish or English versions). Catalog of pamphlets which can be used as supplementary materials in an APL-based adult program.

ELS Language Center
3331 Ocean Park Blvd., Suite 201
Santa Monica, CA 90405
(213) 392-3968

Welcome to English, ESL series for high school and adult learners. 6 levels, text, reel tapes, and cassettes. Pronunciation Drills for Learners of English, good for students of all native language backgrounds.

Follett Publishing Co.
1010 W. Washington Blvd.
Chicago, ILL 60607

Coping Skills Series, an APL-based set of workbooks for intermediate/advanced adult students. Titles include: Budgeting and Banking, Job Interviews, Finding Work, Using Transportation, Using Community Resources, and Getting Medical Assistance.

Harper & Row, Publishers
Attn: R. Weill (4C)
10 East 53rd Street
New York, NY 10022

Idiom Drills and More Idiom Drills - excellent worktexts to teach idioms and slang to intermediate/advanced ESL students.

Hopewell Books, Inc.
1670 Sturbridge Drive, R.D. #1
Sewickley, PA 15143
(412) 366-3287

APL - based series: Work, Money

Janus Book Publishers
25825 A Mission Blvd.
Hayward, CA 94544

My Job Application File, Sign Language, and other survival skills materials are not designed specifically for ESL students, but can be used successfully.

Lancaster-Lebanon I.U.
P.O. Box 5026
Lancaster, PA 17601
(717) 569-8561

ABLEST text and Teacher's manuals. APL Made Easy lesson plans. Project DRIVE and ProjectABLE materials. All are APL-based. Bilingual versions available in some cases.

Litton Educational Publishing International
American Book Company
135 West 50th Street
New York, NY 10020

English for International Communication (Inter-Com) - a good ESL series for high school and adult learners. Six levels, textbook, workbook and cassettes. Conversation in English: Professional Careers (ESP topics) and Conversation in English: Points of Departure are also excellent for intermediate/advanced students.

Longman, Inc.
19 W. 44th Street
New York, NY 10036

Understanding Technical English, I and II. British. Present mechanical terms and exercises helpful to intermediate/advanced students.

MIMC
3554 White Bear Avenue
White Bear Lake, MN 55110

A variety of ESL, ESP, and survival skills materials, available on loan for examination.

Modulearn, Inc.
32158 Camino Capistrano
P.O. Box 635
San Juan Capistrano, CA 92675
(714) 493-8122

ESL: A New Approach for the 21st Century. A good ESL series for secondary and adult students. Text, cross-cultural notes, pronunciation guide, transparencies, picture cards, post-tests. Elementary and intermediate students.

NADC for Bilingual/Bicultural Education
49 Washington Avenue
Cambridge, MA 02140
(617) 492-0505

English, Spanish, French, Chinese, Portuguese, Italian, and Greek bilingual materials for adults and children.

Newbury House Publishers
54 Warehouse Lane
Rowley, MA 01969

Variety of ESL materials: Advanced English Vocabulary series. Preparation for Writing: Grammar - advanced grammar. Verbs in Action and English Structure in Focus - good sources of drills for intermediate/advanced students. Developing Reading Skills-Advanced and Expanding Reading Skills-Advanced - for advanced-level reading, vocabulary-building, and discussion. Idioms in Action, intermediate/advanced workbook. Newbury House Readers Series - beginning to intermediate-level graded readers.

N.J. Vo-Tech Curriculum Laboratory
Rutgers University
Kilmer Campus, Bldg. 4103
New Brunswick, NJ 08903
(201) 932-3845

ESP materials designed for handicapped and learning-disabled students. Can be adapted for use with adult ESL students. A wide variety of vocational areas are covered; lots of pictures.

New Readers Press
Division of Laubach Literacy International
Box 131
Syracuse, NY 13210

ESL, survival skills, and literacy materials.

McGraw-Hill Book Co.
Adult Education Services
Hightstown - Princeton Rd.
Hightstown, NJ 08520

Lifeworks and Solving Life Problems series are APL-based.

Oxford University Press 200 Madison Avenue New York, NY 10016	Oxford Picture Dictionary of American English. Available in three versions: English, English/Spanish, and English/French. Lots of pictures and relevant, survival vocabulary for secondary and adult students. Excellent reference and teaching aid for beginning-level ESL classes.
P.A.R., Inc. Abbott Park Place Providence, RI 02903 (401) 331-0130	A set of over 70 Learning Activity Packets for use in ABE programs. Packets vary in level and quality.
Prentice-Hall Media 150 White Plains Road Tarrytown,NY 10591	Careers for Bilinguals/Carreras Para Bilingües series (Spanish - English multi-media kits for high school and adult students).
Random House International Distribution Center 400 Hahn Road Westminster, MD 21157 (800) 638-1690 (toll free) (212) 751-2600	Scoring High in Survival Reading series: Earning and Spending, Taking Action, and Getting Around, APL-based, for secondary and adult students. Excellent.
Regents Publishing Company, Inc. 2 Park Avenue New York, NY 10016	ESL and bilingual materials for children and adults. English for Careers series for high intermediate/advanced students presents job-related topics (computer programming, tourism, air travel services, hospital services, and many more).
University of Michigan Press P.O. Box 1104 Ann Arbor, MICH 48106	Improving Aural Comprehension, Listening Dictation - for beginning - advanced secondary and adult students. Diagrams, maps , etc., with dictation exercises. Great for students with poor listening comprehension.
University Press of America 4710 Auth Place, S.E. Washington, D.C. 20023 (301) 899-9600	Learning to Type in ESL - programmed text for secondary and adult students.
Vietnamese Engineering Society 3835 Meadowvale Blvd. Richmond, VA 23234	Technical Dictionary: English/French Vietnamese is a good reference for ESP technical vocabulary. Some diagrams.
Wisconsin Vocational Studies Center University of Wisconsin - Madison 321 Education Bldg., Box 49 Madison, WI 53706	English On the Job, a bilingual, English/Vietnamese series (3 levels). Each unit focuses on a different career, such as auto mechanic, keypunch operator, food service worker, etc., and covers a variety of English language skills.
I.M.L., Inc. 2622 Pittmann Drive Silver Spring, MD 20910 (301) 565-2580	English for Adult Living, 1 and 2, APL based. Orientation in American English, a situationally-based ESL series.

Prepared by Janet R. Graham, Project Director, Bilingual Adult Basic Education Project, Allegheny Intermediate Unit. A 310 Special Demonstration Project funded by PDE. 9/79

VI. EVALUATION

To evaluate the success of the project in meeting its objectives (see Introduction pp. 6-7), a variety of instruments, both objective and observational, were designed and administered to project participants throughout the year. Evaluation data were collected from program staff, students, and the Project Director. For the most part, the evaluation strategy conformed to the guidelines specified in the original proposal.

In this section, the evaluation procedures and methods are described, and the analysis of data and major findings are reported. Part A of this section addresses the evaluation of Program Delivery objectives 1a through 1d; Part B of this section addresses Student Outcome Objectives 2a and 2b.

A. Evaluation of Program Delivery

The following instruments were devised to gather information on the effectiveness of program operations:

(1) Teacher Observation Checklist

(2) Student Interview Form

(3) Program Evaluation Form

(4) Bilingual Counseling Report

(5) Workshop Evaluations

Each of these instruments is discussed below.

1. The Teacher Observation Checklist was used to assess how well classes at each of the LEA sites were functioning. More specifically, this checklist was used to rate the adequacy of the teachers' preparation and skills; the appropriateness of the instructional materials and techniques, and the overall classroom and educational environment. This checklist was completed by the Project Director during each visitation made to the sites. A copy of this checklist is provided in Section V, PRODUCTS, and a summary of the director's ratings and observations is displayed in Table 1.

Table 1

TEACHER OBSERVATION CHECKLIST

Summary Ratings

(Rating Scale: 5 = outstanding, 4 = good, 3 = acceptable, 2 = below average, 1 = inadequate)

Item		Mean Rating	
		First Visit	Last Visit*
A.	Teacher preparedness	4.2	4
B.	Effective use of native language instruction	4	4
C.	Appropriateness of instructional techniques	3.8	3.8
D.	Appropriateness of instruction materials	4	4.2
E.	Teacher's knowledge of subject matter	4.7	4.3
F.	Effective use of time	3.3	3.5
G.	Pace of class	3.3	3.8
H.	Student involvement and response	4	4
I.	Overall classroom environment	4	4.3
J.	Teacher's sensitivity to cross-cultural differences	3.8	3.8

* Three visits were made to The Trinity Lutheran Church site. All other sites were visited twice.

By looking at the ratings displayed in this Table, it can be concluded that the classrooms appeared to have been operating quite satisfactorily. In particular, the data show that teachers were evaluated relatively highly in the area of preparation (item A) and knowledge of stuject matter (item E).. Indeed, all six teachers received a "good" or "outstanding" rating in these two areas. Although there was more variability in the ratings made of overall classroom

environment (item I), student involvement (item H), and effective use of native language instruction (item B), these areas, too, received "good" or better evaluations on the average. Class pace (item G) and effective use of time (item F) appear to have been the weakest features in these classrooms. In general, the ratings remained fairly constant over time; that is, from one observation to the next.

In addition to making these objective ratings, the Project Director also provided more specific comments about the strengths and weaknesses found at each site. After the first on-site observation, these comments were shared with the teachers, and in some cases, seem to have served as the basis for subsequent improvement. For example, on the first visit to the Philadelphia site, the Director observed a need for more structure and continuity in the lessons. On the second visit the Director found that these weaknesses had been partially remediated, and indicated that students appeared more motivated and involved than they were previously. Similarly, at Penn Manor High School (IU 13), the Director's initial recommendation that less native-language instruction be used seemed to have been adopted; the second visit to the site also evidenced definite improvements in instructional technique and class pace.

Overall, the Teacher Observation Checklist was felt to be a useful evaluative tool for both the project and its staff. The information provided from this instrument points to a general level of successful classroom operations. Further, this instrument was found to be a helpful mechanism for systematically recording, and providing feedback about the unique problems and difficulties encountered at each of the sites.

2. The Student Interview Form was the second instrument used to gather information about the effectiveness of program operations. This instrument, which consisted of both short-answer and open-ended questions, was designed to elicit the students' opinion of the classes, the instructional materials, and

the counseling services that were provided by the project. Like the Teacher Observation Checklist, the Student Interview Form was completed by the Project Director during the on-site visitations: The Project Director personally interviewed at least two students at each site. Although a few interviews were conducted in English, the majority were conducted in the student's native language and later translated. In all, 20 students were interviewed. A copy of the interview schedule is provided in Section V, PRODUCTS.

A tally and review of the interview results revealed some consistent patterns in the students' responses. First, and most important, it is clear that the students were generally pleased with the program. When asked if the program had helped them achieve their goals, 12 students indicated that it had helped them "very much" and the remaining 8 indicated that it had helped them "somewhat." The majority (14) of the students noted that they found the classes "very interesting" and virtually all students rated that instructional materials "excellent" or "good."

The bilingual counseling component of the program, however, was not uniformly rated so favorably. Ten students responded that it had not helped them at all; most of these students indicated that they had no time or need for counseling. Seven students responded that counseling had helped them "a lot" and noted that the counselor had given them practical information and advice about jobs, housing, or schooling. It is noteworthy that all four students at the Trinity Lutheran Church site -- and none of the three students at the Penn Manor site -- found the counseling helpful.

In addition, the open-ended comment to the interview questions revealed that most students felt they had acquired some important information and skills since entering the program. Thirteen students indicated that they had become more knowledgable about Community Resources. For example, being able to use the phone and the postal service were frequently mentioned. Students also

reported that their knowledge of consumer economics and their ability to shop wisely had improved.

In general, from the comments that were gathered, it seems safe to say that the program was meeting the students' needs for both literacy and life-coping skills. The classes appear to have been interesting to students in addition to being well-received.

3. The Program Evaluation Form, the third instrument used to gain feedback about program delivery, was administered to all project staff -- teachers, counselors, supervisors, and aides -- in the spring of 1980. This instrument was used to gain a formal assessment of the staff's reaction to the program's services. A copy of this instrument is provided in Section V, PRODUCTS. Ten staff members completed the form.

In rating the Bilingual Life-Coping Skills Instruction, half of the respondents rated it "very" and half found it "somewhat" effective. In general, the staff members found the materials relevant and practical; however, several noted that these materials were too difficult for the students who were functionally illiterate in their native language.

Reactions to the Bilingual Counseling Component were also mixed. Five respondents indicated that counseling could have been better scheduled and made a structured part of the curriculum. Similarly, three teachers commented that the Bilingual Information Services presentations suffered from lack of time and sufficient planning.

Comments received about the Staff Development Workshops were more favorable. Although one teacher felt the workshops should have been given earlier, most staff members found them beneficial and seemed to appreciate the opportunity to exchange ideas. With respect to coordination of activities by the Allegheny Intermediate Unit, five respondents rated it "very" and three

rated it "somewhat" effective. Unfortunately, few detailed comments about the role of the Allegheny Intermediate Unit were made.

4. The Bilingual Counseling Report Form was developed in order to document the kinds of counseling activities that occurred at each site. An individual report form was completed for each student seen by a counselor. Information recorded on this form included: date and time devoted to counseling, and a description of the nature of the problems encountered and services provided to the students (see Section V, PRODUCTS, for a copy of this form.)

A review of these records revealed considerable variation in the types of counseling activities across the four sites. At the Adult Enrichment Center, much of the counselor's time was spent following up on students who had dropped out of the program. More direct, personal counseling was given to students at the Jewish Community Center (IU 3) and Trinity Lutheran Church (IU 13). At IU 3, 24 students received counseling services. Information concerning Occupational Knowledge, (e.g., writing resumes, job applications) was the most frequent type of counseling service. Advice relating to Consumer Economics and Community Resources was provided to a lesser extent. At the Trinity Lutheran Church site, the most common problem area was Government and Law; several students sought help in filling out Income Tax, Social Security, and Alien Registration Forms. Six students requested more specific information about Community Resources, e.g., local daycare and job programs.

From the information on hand, it is impossible to determine if counselors at each of the sites were equally conscientious about filling out their report forms. However, the data do suggest that the frequency, type, and general success of the project's counseling services varied considerably across sites. The most comprehensive counseling seems to have occured at Trinity Lutheran, followed by the Jewish Community Center, Centro Loyola, and the Adult Enrichment Center, respectively.

5. Workshop Evaluations were developed and administered to measure project staff's satisfaction with the format and content of each of the staff development training sessions. As noted above, two workshops were held in Central Pennsylvania, and one workshop was held in the Pittsburgh area.

In general, results from these evaluations showed that most participants rated the workshops positively. Virtually all topics covered, e.g., theory, evaluation, instructional materials, and teaching techniques were found to be helpful and informative. From the comments that were received, it may be concluded that the workshops gave the participants a formal opportunity to learn about new developments in ESL instruction. Additionally, the comments suggest that many participants welcomed the chance to discuss ideas and problems with their colleagues.

Overall, the evaluation strategy that was followed to address Objective 1 allow us to conclude that the components of this project were successfully developed and implemented. To summarize, this evaluation found that:

- The bilingual life-coping skills instructional program that was developed by the project was highly rated. Both teachers and students indicated much satisfaction with the classes and the instructional materials that were used.
- The bilingual counseling and information services that were offered to students were generally -- though not consistently -- viewed as helpful. Better coordination and more class time could have improved the delivery of these services. It was suggested that these components be made a more structured part of the instructional program.

- The staff development and training sessions that were conducted by the project received highly favorable ratings. Project teachers found the content of the workshop presentations informative and indicated that they had acquired new knowledge about ESL teaching materials and techniques.

B. Evaluation of Student Performance

When this project was originally designed, two student performance objectives were set. First, it was proposed that 70 percent of all students would show gains in life-coping skill areas. Second, it was proposed that students who received literacy instruction in their native language would also demonstrate improvement in literacy skills. The second objective was aimed at enhancing the preparation of those limited-English adults who were functionally illiterate in their native language.

Unfortunately, several unanticipated events made evaluation of the second objective virtually impossible. First, and most important, in many cases local teaching staff were unable to objectively identify which students were, in fact, functionally illiterate in their native language. Second, even those students judged to be illiterate indicated a preference for concentrating class time on developing their life-coping skills and improving their English rather than native language literacy skills. Third, the project lacked an acceptable measure with which to assess gains in literacy skills. More specifically, it was felt that results obtained from any APL-type assessment instrument would not directly or validly reflect language skills, per se. For these reasons, the evaluation focused exclusively on student attainment of life-coping skills.

To evaluate this objective, a three-stage process was followed. Stage 1 consisted of administering the APL Needs Assessment Survey. Stages 2 and 3 involved administering the 10-item APL pre- and post-tests. These instruments and the results obtained from them are described below.

Stage 1 - The APL Needs Assessment Survey as noted above (see Section V, PRODUCTS) was used to assess the students' interest in specific life-coping skill topics. Items relating to each of the five APL content areas were repre-

sented on this survey. For example, in the APL area of Occupational Knowledge, items included "How to Write a Letter of Application" and "How to Prepare for a Job." Students were asked if "they would like to know more about" each of the 105 items on this survey. Yes/no answers were recorded. A copy of this instrument and a summary of the students' responses are presented in Table 2a through 2e, which follow.

Table 2a

COMMUNITY RESOURCES

Would you like to know more about:

	Percentage Responding "Yes"			
	Philadelphia	Jewish Community Center	Lancaster	IU 13
1. Using recreational and entertainment facilities (pools, parks, museums, theaters, etc.) in your community?	91	92	79	76
2. Shopping areas in your community?	73	85	50	52
3. Social services available in your community?	82	85	50	57
4. The Post Office facilities?	73	85	36	60
5. The Public Library?	91	92	57	52
6. Day care centers in your community?	64	69	50	47
7. Emergency calls in case of fire, illness, accident, poisoning, etc.?	82	85	79	81
8. How to use a road map?	82	77	36	78
9. How to make hotel/motel reservations?	64	77	29	36
10. How to read transportation schedules for a bus, train, or airplane?	100	77	50	57
11. How to figure out mileage?	73	69	14	50
12. How to order tickets by mail or telephone?	73	92	43	71
13. Traffic rules and regulations?	82	85	50	78
14. Road signs and signals?	91	85	57	52
15. Driving in special weather conditions?	91	77	50	78

COMMUNITY RESOURCES (cont'd.)

Would you like to know more about:

Percentage Responding "Yes"

	Philadelphia	Jewish Community Center	Lancaster	IU 13
16. How to get a driver's permit or license?	91	85	50	50
17. Vehicle inspection and registration?	91	77	36	52
18. How to use the telephone book?	91	85	57	42
19. How to write an ad for a newspaper?	82	77	36	34
20. How to figure out time zones, daylight savings time, and travel time in the U.S.?	73	77	43	57
TOTALS	82 N=11	88 N=13	48 N=14	59 N=32

CONSUMER ECONOMICS

Table 2b

Would you like to know more about:

	Percentage Responding "Yes"			
	Philadelphia	Jewish Community Center	Lancaster	IU 13
1. Making a family or individual budget?	82	85	64	55
2. Buying food wisely?	82	77	64	73
3. How to figure unit prices?	91	85	57	47
4. Comparison shopping?	82	92	57	65
5. Purchasing a major appliance such as a television set or regrigerator?	73	62	43	42
6. Taking measurements to buy such things as carpeting or draperies?	82	62	50	57
7. The costs involved in buying a house?	73	62	36	63
8. Renting an apartment and signing a lease?	82	85	64	65
9. How to shop for a new car or used car?	82	92	57	73
10. Warranties and guarantees?	82	92	57	71
11. Consumer fraud, consumer protection, and consumer complaints?	82	77	36	47
12. Ordering items from a catalog or by mail?	73	69	36	44
13. How to figure sales tax?	73	69	43	55
14. How to figure?	55	69	64	31
15. Establishing a credit rating?	82	85	29	60

CONSUMER ECONOMICS (cont'd.)

Would you like to know more about:	Percentage Responding "Yes"			
	Philadelphia	Jewish Community Center	Lancaster	IU 13
16. Borrowing money and types of loans?	82	85	57	73
17. Opening a checking account, writing checks, and balancing a checkbook?	82	92	50	68
18. Figuring interest charges?	82	85	43	50
19. Savings accounts?	64	92	50	52
20. Buying life, homeowners', rental, and car insurance?	82	92	21	63
21. Advertising practices, including illegal or misleading techniques?	64	85	29	31
22. Sales agreements and contracts?	73	77	29	42
23. Ways to conserve energy?	82	85	36	52
24. Utility bills?	64	92	29	47
25. Car maintenance?	73	77	29	60
TOTALS	78	88	45	56

Table 2c

GOVERNMENT AND LAW

Would you like to know more about:

	Percentage Responding "Yes"			
	Philadelphia	Jewish Community Center	Lancaster	IU 13
1. The constitution of the United States and how it affects you?	91	92	43	71
2. How to register to vote and how to use the voting machine/ballot?	73	54	36	52
3. Our political parties?	73	62	36	55
4. How your local government works and how it can help you?	91	85	43	97
5. How the court system works?	91	77	29	63
6. Your legal rights if you are arrested?	82	77	71	73
7. How, when, and where to obtain legal help?	91	92	79	73
8. Crimes which are a felony or a misdemeanor?	73	62	29	63
9. How to sue an individual or a company?	73	69	29	63
10. The difference between a subpoena and a summons?	73	69	14	63
11. Legal papers such as wills, marriage licenses, birth and death certificates?	82	85	79	73
12. Filling out your income tax form?	73	85	36	84
13. Filling out your state and local income tax forms?	73	77	50	84
14. How the government uses your tax money?	73	77	36	55

Would you like to know more about:

	Percentage Responding "Yes"			
	Philadelphia	Jewish Community Center	Lancaster	IU 13
15. The powers of the President of the United States?	91	92	36	65
16. How laws are made?	82	77	29	60
17. The powers and structure of Congress?	82	85	14	55
18. The Supreme Court?	91	69	21	55
19. How to apply for Social Security benefits?	82	85	79	89
20. How to write a letter to you representatives?	82	92	36	47
TOTALS	81	85	41	68

Would you like to know more about:	Percentage Responding "Yes"			
	Philadelphia	Jewish Community Center	Lancaster	IU 13
1. How to tell when someone is ill and where to get medical help?	82	92	93	76
2. The use and possible side effects of prescription and over-the-counter drugs?	82	77	86	76
3. Proper home care of the sick?	73	77	79	71
4. Shots for children to fight disease?	82	62	71	55
5. How to plan well-balanced meals?	73	85	71	65
6. Proper dental care?	73	85	79	76
7. Basic first aid?	82	85	79	76
8. How to prevent accidents and injuries in your home?	64	62	71	71
9. Family planning and effective birth control methods?	45	62	57	50
10. Pregnancy and pre-natal care?	45	62	57	34
11. Infant and child care?	64	62	71	47
12. Adolescent behavior?	64	62	57	60
13. The sumptoms and treatment of VD (veneral disease)?	73	69	64	55
14. Alcohol and its effects?	73	46	57	50
15. Problems of drug abuse?	73	62	71	57

HEALTH AND SAFETY (cont'd.)

Would you like to know more about:

	Percentage Responding "Yes"			
	Philadelphia	Jewish Community Center	Lancaster	IU 13
16. How to tell when someone has emotional problems, such as depression, and where to find professional help?	82	85	57	57
17. The effects of smoking?	73	46	71	47
18. The danger signs of cancer?	82	77	93	78
19. Signs and treatment of diabetes, heart disease, etc.?	82	92	79	63
20. Health insurance?	82	92	93	84
TOTALS	72	77	73	59

Table 2e

OCCUPATIONAL KNOWLEDGE

Would you like to know more about:	Percentage Responding "Yes"			
	Philadelphia	Jewish Community Center	Lancaster	IU 13
1. Your particular job interests and needs?	91	92	50	65
2. Vocational counseling and testing available in your area?	82	92	36	55
3. The difference between the BES (Bureau of Employment Security) and private employment agencies?	91	92	43	57
4. How to use the help wanted ads in the newspaper?	91	85	57	47
5. How to write a letter of application?	91	92	43	76
6. How to seek employment by telephone?	91	92	57	55
7. How to write a personal fact sheet and job history (resume)?	91	92	29	44
8. How to fill out a job application form and W-4 form?	91	92	57	63
9. What an employer looks for in a new employee?	91	92	50	52
10. How to prepare for a job interview?	91	92	64	55
11. What questions to ask a possible employer?	82	92	36	47
12. Employment benefits such as health and life insurance, vacation, sick leave, and retirement?	91	92	64	73
13. Minimum wage laws?	91	92	57	68
14. How to fill out a Social Security form?	82	92	86	47

OCCUPATIONAL KNOWLEDGE (cont'd.)

Would you like to know more about:

	Percentage Responding "Yes"			
	Philadelphia	Jewish Community Center	Lancaster	IU 13
15. Your payroll deductions and take-home pay?	91	77	79	57
16. The function of labor unions?	91	92	43	31
17. What "equal opportunity employer" means?	91	92	64	47
18. What employers call good work habits?	91	85	43	60
19. How to deal with employers, other workers, and work situations?	91	92	43	68
20. How anti-discrimination laws affect you?	82	92	64	68
TOTALS	90	91	53	59

Results of the survey were analyzed by ranking the APL areas according to level of student interest. This ranking was based on the percentage of "yes" responses given to the topics. High-interest topics within each APL area were also noted. These results are displayed in Table 3.

As can be seen by inspecting the data in Tables 2 and 3, there was a large amount of variation in the students' interests across the sites. It is interesting to observe that the rank ordering of APL interest areas appears to vary along the dimensions of location and native language. For example, Occupational Knowledge was the topic of most interest at the two large urban sites (Philadelphia and Pittsburgh) but was significantly less important at the Spanish- and Vietnamese-speaking sites in Lancaster County. Table 1 also shows that there was much variation in student interest in the topics within each APL area. The percentage of students who expressed an interest in learning more about a topic often ranged from as low as 40 percent to as high as 90 percent. Overall, results from this survey indicate that these ESL/ABE students were a heterogeneous group with diverse needs and interests.

Findings from the Needs Assessment were reported to LEA staffs. These results were used to help determine which APL areas and individual skills topics would be covered and/or emphasized in the classrooms.

Stages 2 and 3 - Five APL topic-specific tests were developed by the project. Each of these tests contained 10 multiple-choice type items. As mentioned previously, test items were controlled for sentence structure and vocabulary. Content was determined by referring to "APL Goals, Objectives, and Definitions of the APL Skills," the "APL Survey," and various coping-skills series commercially available. Students were pretested before, and posttested shortly after they had received instruction in a specific APL area. Students were given the option of taking these tests in English or their native language. (For a copy of these tests, see Section V, PRODUCTS).

Table 3

Bilingual ABE Project
Allegheny Intermediate Unit
Suite 1300 - Two Allegheny Center
Pittsburgh, PA 15212
(412) 323-5937

APL NEEDS ASSESSMENT SURVEY RESULTS

SITE	NATIVE LANGUAGE	SURVEYS GIVEN	PRIORITY OF APL AREAS* (in order of decreasing interest)	HIGH INTEREST TOPICS
Lancaster-Lebanon IU 13, Neffsville, PA	Vietnamese	54	G & L	4, 19, 7, 12, 13
			H	20, 18, 1, 2, 6, 7
			CR	7, 8, 13, 15, 1, 10
			CE	2, 9, 16, 10, 17
			OK	5, 12, 13, 19, 20
Jewish Community Center, Allegheny IU 3, Pittsburgh, PA	Russian	12	OK	1-3, 5-13, 15, 16, 18-20
			tied < CR	1, 5, 12
			tied < CE	4, 9, 10, 17, 19, 20, 24
			G & L	1, 7, 15, 20
			H	1, 20, 5-7, 16
Adult Enrichment Center, Lancaster, PA	Spanish	14	H	1, 18, 20, 2
			OK	14, 15, 10, 12, 17, 20
			CR	1, 7, 5, 14, 18
			CE	1, 28, 14
			G & L	7, 11, 19, 6
Centro Loyola, S.D. of Philadelphia, PA	Spanish	11	OK	1, 3-10, 12-19
			CR	10, 1, 5, 14-17, 8
			G & L	1, 4, 5, 7, 15, 18
			CE	3, 1, 2, 4, 6, 8-11, 15-18, 20, 23
			H	1, 2, 4, 7, 16, 17-20

* Key: G & L = Government and Law
H = Health
CR = Community Resources
CE = Consumer Economics
OK = Occupational Knowledge

All five APL pre-tests were administered at the Adult Enrichment Center and Jewish Community Center sites since these students received instruction in all APL areas. At the end of the course, students at the Adult Enrichment Center took all 5 APL post-tests; students at the Jewish Community Center took all but the Occupational Knowledge post-test. The students in Philadelphia took the Health pre-post tests (the only APL topic taught), and IU 13 students took the Consumer Resources pre-post tests (the only APL topic taught).

Fifty-seven matched APL tests were collected from the four sites. Due to student attrition and fluctuating attendance, this figure represents about one-half of the total number of pre and post tests that were administered. It should be noted that complete test data was gathered from only 30 individual students, a relatively small proportion of the population of students served.

Table 4 below shows the number of students at each site from whom complete pre/post test data was obtained.

Table 4

NUMBER OF MATCHED PRE/POST TESTS BY SITE

	APL Topic					
Site	G & L	CR	CE	OK	H	Total
JCC	6	8	9		4	27
Philadelphia					5	5
IU 13		8				8
AER	3	3	4	3	4	17
	9	19	13	3	13	57

In order to measure the extent of student improvement, each APL test was scored by counting the number of correctly answered items. Basic descriptive statistics on the students' performace, averaged over sites, is presented in Table 5.

Table 5

MEANS AND (STANDARD DEVIATIONS) OF PRE/POST TEST RESULTS BY APL AREA

APL AREA		PRE-TEST		POST-TEST		DIFFERENCE	
	N	$\bar{X}$	(SD)	$\bar{X}$	(SD)	$\bar{X}$	(SD)
Occupcational Knowledge	3	4.000	2.646	9.667	.577	4.333	.882
Consumer Economics	13	6.614	2.663	9.308	1.377	2.077	.571
Government and Law	9	4.111	1.453	8.333	1.000	4.250	1.545
Health	13	6.769	2.385	8.692	1.843	.846	.553
Community Resources	19	7.263	2.579	8.263	3.263	1.421	.553
Total	57	6.596	2.211	8.702	1.388	2.053	.317

The statistics displayed in Table 5 show that in all 5 APL areas, sizable pre- to post-test gains were made. Correlated t-tests computed on these data revealed that with the exception of Health, these gains were statistically significant at the .01 level or better. Additionally, it may be observed that on the average, the students answered more than 8 of the 10 items on each APL post-test correctly.

To assess if the project's proposed criterion of success was met, the proportion of students who showed improvement on the post-test was calculated. The distribution of the pre- to post-change scores, broken down by number of APL tests taken, is displayed in Table 6.

Table 6

DISTRIBUTION OF PRE- TO POST-CHANGE BY NUMBER OF APL TESTS TAKEN

Number of APL tests taken	Number of Students	Pre- to Post-Change: Positive N	Pre- to Post-Change: No Change N	Pre- to Post-Change: Negative N
1	18	11	4	3
2	4	3	0	1
3	2	2	0	0
4	5	4	1	0
5	1	1	0	0
	TOTAL	21	5	4

Reading down column 1, it can be seen that 21 of the 30 students, exactly 70 percent, achieved post-test gains. Reading across the columns, it can be seen that this pattern of positive change did not vary substantially with the number of tests taken. Further, only 4 students showed declining pre- to post-test performance. These data, thus, are consistent with the positive findings reported in Table 5.

To summarize, the APL test data shows that knowledge gains were made by a substantial proportion of the students tested and also that sizable improvements were made in each of the 5 APL content areas. Overall, these data are entirely supportive of the project's objective of improving the life-coping skills of these foreign adults.